Workbook for the Slow Learning Child

F.I. Callan

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WORK BOOK FOR THE SLOW-LEARNING CHILD

Submitted by

Frances Irene Callan

(B.S. in Ed., Boston University, 1946)

In partial fulfillment of requirements for
the degree of Master of Education

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Third Reader: Dr. Helen A. Murphy, Assistant Professor of Education

Acknowledgments

The writer is deeply grateful to Dr. Helen Blair Sullivan for her guidance and assistance in the preparation of this service paper.

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CHAPTER I

THE PROBLEM AND ITS OBJECTIVES

This is a plan for better provision (in the first grade) for the child whose I.Q. ranges between 80 and 90 according to the tests now in use. Such a child is often prodded to things which he cannot do, and thus the teacher contributes to the difficulties of the slow learner, whom he should help.

We have grown away from the idea that every child must be like every other child and that all children should be expected to master the same types of school problems. There is a felt need for supplementary reading material of the type that would be helpful in improving their reading.

"Look and Do", has been developed to provide suitable supplementary reading material adapted to the needs of the slow-learning group, sometimes called the "low-normal" or "dull-normal", who are not sufficiently retarded to warrant being placed in a special class for mentally retarded children, yet who cannot achieve the prescribed regular course of study established for the average and the superior children.

Objectives of the Workbook. The workbook aims : (1) to develop courtesy and co-operation in the slow-learning child when working in a group; (2) to develop respect for people who help us; (3) to develop self-confidence in working out difficulties and problems; (4) to gain practical ability

in oral expression; (5) to help the child acquire an accumulation of information through activity that will excite reading interests; (6) to develop ability to deal with and to comprehend different types of reading materials; (7) to gain growth in sight vocabulary.

Contents of the Workbook. This workbook provides simple exercises to stimulate interest in the reading activities and sight vocabulary. The simplicity of the exercises with meaningful presentation of vocabulary and the repetition of patterns promote independent work. The adjustment which ~~these~~ pupils have made to their group work has convinced them that they are making progress, that they are beginning to enjoy the feeling of success.

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CHAPTER II

PREVIOUS RESEARCH RELATED TO THE SLOW-LEARNING CHILD

A large number of difficulties faced by teachers in attempting to meet the needs of the slow-learning pupils are caused by the erroneous assumption that all pupils in a grade should achieve a grade standard in reading as well as in all other areas, and that if they are properly taught, and if they put forth sufficient effort they will do so. The slow-learning have tended to drift along with considerable failure and retardation. He is a much misunderstood child. The educational needs of the slow-learning child will be met only when they are properly understood. Studies have shown that about fifteen or twenty per cent of the school population consists of dull-normal children.

Kirk[1], represents the slow-learning child as follows:

> The slow-learning child is one of low intelligence, who is incapable of keeping up with his classmates in the regular public schools, and who therefore requires a modified curriculum for his maximum growth and development.

Louttit[2] says:

> Many ~~little~~ children are slow in developing and are physically, mentally, socially, emotionally, ~~or linguistically~~ immature, even though they are

1/ Samuel Kirk, Teaching the Slow Learning Child. Boston: Houghton Mifflin Company, 1940, p.1.

2/ C.M. Louttit, Clinical Psychology, New York: Harpers, 1936.

> chronologically six years of age. Formerly it was thought that when a child reached this chronological period of his life, he was ready for the first grade, which implied a reading readiness. Today we know that the number of years a child has lived in this world is less important than the manner in which his brief years have been spent. His physical health, his social experiences compassed by his home environment, and his personal contacts with a wide range of activities and interests, together with that native something we call 'intelligence' are the determining factors in readiness.

McFeely's[1] observations of the "slow learners" who attended his school :(1) the slow learner reads but proceeds rather slowly and laboriously if the material is at all abstract. (2) He also experiences difficulty in coordinating two or more mental functions, such as reading and evaluating what he reads. (3) He assimilates new ideas and facts slowly. (4) He learns more easily from simple, concrete, practical material and activities. (5) He is rather literal minded, given to making observations without generalizing. (6) He often has developed a deep feeling of insecurity and inadequacy in academic work which is often accompanied by a dislike of such work.

1/ Richard H. McFeely, "Faculty Planning to Meet Individual Differences: For the Slow Learner," Fifteenth Year Book of the National Council for the Social Studies, Washington,D.C., 1944, p. 64.

In her study of failure Fernald States [1]:

Everyone who has worked with ~~little~~ children who have failed to learn ordinary things that others learn admits that emotion is part of the total complex in these cases. The individual who fails constantly in these undertakings which seem to him of great importance and who is conscious of failure is in a chronic state of emotional upset. Thus the failure to learn is one of the conditions that result in emotional instability. The child who started school so eagerly eventually hates or fears the very things he dreamed of doing when at last he could enter school.

Baker [2] points out:

There are three important ways in which the slow-learning child differs from the average. These 3 factors are: (1) quantitative differences in intelligence; (2) qualitative differences in learning methods and in mental functioning, and (3) the effects of non-intellectual factors.

1/ Grace M. Fernald, Remedial Techniques in Basic School Subjects, New York: McGraw-Hill Book Company, 1943, p.7.

2/ Harry J. Baker, Introduction to Exceptional Children. New York: The Macmillan Company, 1944, p.246.

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Individual Differences

Freeman[1] reports:

> Besides these individual differences in mental traits, other differences frequently affect the pupil's school work. His physical condition may impair his capacity for work. His home environment or his childhood associates may be either favorable or unfavorable to the development of intellectual interests and to consistent achievement. The rate of physical growth probably has some bearing upon the child's mental development and upon his social attitudes. Just how important this factor is we do not know. It probably has some influence in determining the group with which a child can associate upon equal terms.

Prescott[2] this describes the plight of the dull child:

> Many things that he sees other children learning and doing he simply cannot learn or do. The behavior limitation set by poor capacity is a serious handicap in itself. The feelings of confusion, failure, frustration, and ineffectiveness resulting from the scorn of others who see one's failures adds another disturbing factor. Such situations can arise in the classroom, on the playground, in social situations involving the opposite sex, or in the home.
>
> Opportunity for genuinely successful accomplishment and a judicious use of praise when it has been earned are effective methods of assisting handicapped children in the classroom.

1/ Frank N. Freeman, Mental Tests. Boston: The Riverside Press, (Cambridge) ,1939, p. 553.

2/ D.A. Prescott, Emotion and the Educative Process, Washington, D.C.: American Council on Education, 1938, p. 130.

Individual differences

Freeman reports[1]:

> Besides these individual differences in mental traits, other differences frequently affect the pupil's school work. His physical condition may impair his capacity for work. His home environment or his childhood associates may be either favorable or unfavorable to the development of intellectual interests and to substantial achievement. The rate of physical growth probably has some bearing upon the child's mental development and upon his social attitudes. Just how important this factor is we do not know. It probably has some influence in determining the group with which a child can associate upon equal terms.

Prosser[2] thus describes the plight of the dull child:

> Many things that he sees other children learning and doing he simply cannot learn or do. The behavior imitation set by poor capacity is a serious handicap in itself. The feelings of confusion, failure, frustration, and ineffectiveness resulting from the scorn of others who see one's failures adds another disturbing factor. Such situations can arise in the classroom, on the playground, in social situations involving the opposite sex, or in the home.
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> Opportunity for genuinely successful accomplishment and a judicious use of praise when it has been earned are effective methods of motivating backwardness in the classroom.

1/ Frank N. Freeman, Mental Tests. Boston: The Riverside Press, (Cambridge) 1939, p. 585.

2/ C.A. Prosser, Secondary Education and the Industrial Arts. Washington, D.C.: American Council on Education, 1939, p. 150.

Durrell[1] points out:

> It is unlikely that research will ever discover a single method which will be the most efficient one for all pupils and all teachers.
>
> A fine school library or easy access to children's books in public libraries makes possible an enriched program of extensive reading, while a limited supply of books might call for an intensive instruction program.

Durrell[2] later says: "Differences in rates of learning new words are taken care of by supplementary material."

Gates[3] suggested the use of picture-word cards for introducing the beginning reading vocabulary. The cards have words and pictures on one side and the identifying word or words on the reverse side. Many varieties of exercises and games can be introduced with these cards to make the work interesting, and worthwhile. The author also suggested the use of a picture dictionary for developing skills in word mastery. Such a project not only provides meanings of words but provides a means of reviewing old words and learning new ones.

1/ Donald D. Durrell, Improvement of Basic Reading Abilities. New York: World Book Company, 1940, p. 1.

2/ Durrell, op. cit., p.8.

3/ Arthur I. Gates, A Reading Vocabulary for the Primary Grades, Revised. New York: Bureau of Publications, Teachers College, Columbia University, 1935, pp. 283-93.

Material ok

Regarding material Betts[1] writes:

> By providing a greater quantity of ~~primary~~ reading material with varied content, by grouping ~~children~~ students in terms of general readiness for a given reading program, by beginning instruction with the learner's interest, and by the correction of physical defects. The emphasis in the reading program should be on prevention rather than on correction.

White[2] suggests :

> It is, therefore, a sound policy in beginning reading to give the child ample opportunity and experience in reading material that is relatively easy for him to read. This procedure develops interest and, at the same time, helps the child to build a sight vocabulary more effectively than does abstract drill.

1/ Emmett A. Betts, The Prevention and Correction of Reading Difficulties. New York: Row, Peterson Company, 1936, p.9.

2/ Margaret L. White, "A Reading Program Organized by Reading Levels," New Practices in Reading in the Elementary School, Seventeenth Yearbook, Department of Elementary School Principals, N.E.A., 1938, pp. 522-523.

Reed[1] makes the following statement:

> There is clear evidence that meaningful material is not only more easily learned than nonsense stuff, but that it is also remembered longer and more fully.

This can be taken care of in the workbook "Look and Do" and by the use of constructive and creative activities and of such related experiences as singing, listening to music, observing visual aid films, taking trips, and participating in school assemblies.

Reed[2] further suggests:

> The material must be graded in difficulty with respect to the mental age and experience of the learner.

A flexible teaching technique must be developed. Every lesson plan contains many helps, adapted to the slow-learning child.

1/ Homer B. Reed, "Meaning as a Factor in Learning," Journal of Educational Psychology, 29: 419-430, 1938.

2/ Homer B. Reed, Psychology of Elementary School Subjects, (Revised Edition) Chapter VI, Boston: Ginn and Company, 1938, pp. 11-13.

It can be concluded then that:

> There is a scarcity of material and information which deal directly with the methods and techniques for developing a beginning reading vocabulary in slow learning children, various specialists in the field of reading advocate the use of the regular reading program with a maximum amount of supplementary material and provision for many more repetitions.

The Gates[1] and Huber[2] studies made it evident that the child of low intelligence enjoys substantially the same kind of material as does the normal child, and that he learns most effectively by a program similar to that found to be enjoyed by other pupils.

> The kinaesthetic approach to teaching reading is worth considering when teaching mentally retarded children. In a study made by Fernald and Keller it was found that children who had failed to read by the ordinary school method learned very rapidly when they were required to trace the words with their fingers and later to reproduce them in writing from memory. 3/

1/ Arthur L. Gates, Interest and Ability in Reading. New York: The Macmillan Company, 1930, 264 pp.

2/ Miriam B. Huber,"The Influence of Intelligence Upon Children's Reading Interests," Teachers College Contributions to Education, No. 312, New York: Bureau of Publications, Teachers College, Columbia University, 1928, 128 pp.

3/ Grace Fernald and Helen Keller, "The Effect of Kinaesthetic Factors in Development of Word Recognition in the Case of Non-Readers,"Journal of Educational Research, 4:December,1921

The Farm Unit. Lane[1] maintains:

> Again, the accepted philosophy of learning things through experience is reflected in a modern reading program. The beginner's first reading material is developed through 'experience reading', or reading simple accounts made by his classmates and himself of actual group experiences inside and outside of school. His life experiences are discussed and evaluated to the end that they may help him interpret similar experiences of other children of the child's own age as he discovers them on the printed page.

Durrell[2] points out:

> If the reading is related to observation of objects and situations in the child's experience, to planning and thinking in relation to immediate problems, and to conversation and action, it is likely to be found a useful tool. A child manifests little concern about experiences that are remote in time or distance and that do not concern his immediate welfare.

1/ Robert Hill Lane, The Teacher in the Modern Elementary School, Ch. VIII, passim, Boston: Houghton, Mifflin Company, 1941.

2/ Donald D. Durrell, op. cit., p. 13.

CHAPTER III

PRESENTATION OF EXERCISES

Previous studies have shown that mental retardation or deficiency is one of the prominent causes of failure in reading. The material for this workbook has been prepared to diminish the feeling of reading group distinction, to make the slow learning group an integral part of the normal school group in so far as possible. The fact that a child may rank low does not mean that he cannot be taught to read; it does suggest, however, that the methods used in the regular reading class should be modified in teaching him to read. To this end the workbook includes:

1. Exercises with a low vocabulary load that would be helpful to the retarded child.
2. Plenty of repetition and practice.
3. Exercises that would provide drill in visual and auditory discrimination.
4. A variety of concrete illustrations.
5. Exercises that would make for gradual transition from simple to more complex sentences.
6. Tests for comprehension, to be sure no confusions or faulty learnings are developing.

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5. Exercises that would make for gradual transition from simple to more complex sentences.
6. Tests for comprehension, to be sure no confusions or faulty learnings are developing.

7. Material which will build for good citizenship.

Eight units make up the workbook, each unit having a job sheet. Assignments in each job sheet include the following types of exercises.

1. Association of meanings and printed symbols.
2. Language growth.
3. Motor co-ordination.
4. Visual perception.
5. Enrichment of concepts.
6. Following direction.
7. Visual imagery.
8. Visual discrimination.

Preliminary Testing

In October, 1947 the group was given the Stanford-Binet Test [1] to determine the mental ages and I. Q.'s. Although the mental age is not a perfect indication of reading capacity it is probably the best single indicator extant.

After the mental age has been determined the teacher should estimate the reading ability of the child.

[1] Lewis M. Terman, and Maud A. Merrill, New Revised Stanford-Binet Tests of Intelligence. (Boston: Houghton-Mifflin Company, 1937). Form M.

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THE EXERCISES

Job Sheet No. 1

Page 1. Association of Meanings and Printed Symbols

Children match words with own color charts. (Children have cut out circles of colors from colored poster paper. They then mounted the cut-out circles on a large sheet of tagboard to make their color charts).

Language Growth

Discussion of colors in clothes that are being worn to-day. Naming of favorite colors in flowers.

Page 2. Visual Discrimination

Children point out color words that are alike.

Motor Co-ordination

Children draw lines to matching words.

Association of Meanings and Printed Symbols

Children match their crayon to color chart. They use corresponding colored crayon to draw line.

Page 3-4. Motor Co-ordination - Visual Perception

Children color and cut out circles. Match circles to those on page 3 and paste. They are associating symbols with word meaning and at the same time reading color words.

Job Sheet No. 2

Page 1. Association of Meaning and Printed Symbols

Children follow direction and color circles.

Language Growth

Discussion on the visit to the meat market. Children noticed that the price tags were printed in different colors.

Visual Perception - Motor Co-ordination

Children cut out and past strips under correct color word.

Job Sheet No. 3

Page 1. Vocabulary Enrichment

Enrichment of word-work.

Language Growth

The class discuss the different kinds of work that can be done by Mother, Father, Dick and Jane. They also discussed professional baseball players.

Page 2. Association of Meanings and Printed Symbols

Children read the sentences and illustrate same.

Motor Co-ordination and Visual Discrimination.

Children draw lines to the right picture.

Language Growth

Discussion of activities shown in the pictures.

Job Sheet No. 3 (Continued)

Page 3. Association of Meaning and Printed Symbols

Children follow directions and color pictures.

Language Growth

Discussion of the farmer and his family. The farm and city are interdependent. Certain farm animals provide meat, dairy products and poultry products.

Page 3-4. Motor Co-ordination - Visual Perception

Children color and cut out pictures on page 3, match and paste to pattern on page 4.

Job Sheet No. 4

Page 1. Visual Perception - Motor Co-ordination

Children look at word-circle and make the arrow point to the word named.

Language Growth

Discussion of characters, family unity, and how they all can help each other.

Page 2. Following Direction

Direct the children to read the sentences in each box, look at the picture, decide which sentence tells about the picture.

Motor Co-ordination

Children draw a line from the true sentence to the picture which it tells about.

Language Growth and Visual Perception

Place several small known objects on a table. Cover them with a cloth. Remove the cloth, children view objects for a few seconds. Then replace the cover and request the children to name as many of the objects as possible. The number of objects exposed are gradually increased.

Job Sheet No. 3 (Continued)

Page 3. Association of Hearing and Printed Symbols

Children follow directions and color pictures.

Language Growth

Discussion of the farmer and his family. The farm and city are interdependent. Certain farm animals provide meat, dairy products and poultry products.

Page 3-4. Motor Co-ordination - Visual Perception

Children color and cut out pictures on page 3, match and paste to pattern on page 4.

Job Sheet No. 4

Page 1. Visual Perception - Motor Co-ordination

Children look at word-circle and make the arrow point to the word named.

Language Growth

Discussion of characters, family unity, and how they all can help each other.

Page 2. Following Direction

Direct the children to read the sentences in each box, look at the picture, decide which sentence tells about the picture.

Motor Co-ordination

Children draw a line from the true sentence to the picture which it tells about.

Language Growth and Visual Perception

Place several small known objects on a table. Cover them with a cloth. Remove the cloth, children view objects for a few seconds. Then replace the cover and request the children to name as many of the objects as possible. The number of objects exposed are gradually increased.

Job Sheet No. 4 (Continued)

Page 3.

Visual Imagery

Children discuss size of objects that will fit on space above printed symbol. Show picture-word card to group. Children observe picture, knowing that they are to duplicate it to the best of their ability. Then they draw from memory.

Language Growth

After animals have been drawn compare size, type and color.

Association of Meanings and Printed Symbols

Match words with drawings.

Motor Co-ordination

Children draw and color the farm animals.

Page 3.

Visual Imagery

Children discuss size of objects that will fit on space above printed symbol. Show picture-word card to group. Children observe picture. Knowing that they are to duplicate it to the best of their ability. Then they draw from memory.

Language Growth

After animals have been drawn compare size, type and color.

Association of Meanings and Printed Symbols

Match words with drawings.

Motor Co-ordination

Children draw and color the farm animals.

Job Sheet No. 5

Page 1. Association of Meanings and Printed Symbols

Children improve their ability to associate the text with a related picture; to strengthen recognition of see, Jane, Dick, Baby and Spot.

Language Growth

Discussion of Children's pets.

Following Direction

Children read the sentences in the first box, look at the picture, decide which sentence tells about the picture and then draw a line from that sentence to the dot before the picture.

Page 2. Word Enrichment

Enrichment of word Find.

Language Growth

Discussion of word Find in order to develop the ability to find details. Play the game "Find the Sentence That Tells".

Motor Co-ordination

Children draw lines from the correct sentence to the picture in order to give practice in following directional sentences beginning with the word Find.

Page 3. Visual Discrimination and Motor Co-ordination

Children look at the words in the first line. Put a line through the word that is different. They then complete the page independently.

Job Sheet No. 3

Page 1. Association of Meanings and Printed Symbols

Children improve their ability to associate the text with a related picture; to strengthen recognition of see, does, Dick, Baby and spot.

Language Growth

Discussion of Children's pets.

Following Direction

Children read the sentences in the first box, look at the picture, decide which sentence tells about the picture and then draw a line from that sentence to the dot before the picture.

Page 2. Word Enrichment

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Language Growth

Discussion of word Find in order to develop the ability to find details. Play the game "Find the Sentence That Tells".

Motor Co-ordination

Children draw lines from the correct sentence to the picture in order to give practice in following directional sentences beginning with the word Find.

Page 3. Visual Discrimination and Motor Co-ordination

Children look at the words in the first line. Put a line through the word that is different. They then complete the page independently.

Job Sheet No. 6

Page 1. Visual Discrimination and Auditory Training

Children identify word in circle. Children look at the letter in the first box. Children hear beginning consonant sounds.

Language Growth

Children discuss mistakes which may occur if one does not notice the order of letters in a word, or if one fails to see all the letters.

Motor Co-ordination

Children write the letters where they belong.

Page 2. Visual Discrimination

Practice in associating numbers of objects with figures.

Motor-Co-ordination

Children draw a line under the right word.

Word Enrichment

How many, more, most.

Page 3. Following Direction

Children read sentences and follow directions.

Language Growth

Children describe their drawings after drawing period.

Job Sheet No. 7

Page 1. Association of Meanings and Printed Symbols

Children improve ability to associate the text with a related picture, to strengthen recognition of Come in, Come out.

Visual Discrimination

Children point out right word.

Motor Co-ordination

Children draw lines under the right word.

Page 2. Visual Discrimination - Motor Co-ordination

Look at picture and draw a line from the word to the right picture. Color the picture.

Language Growth

Discussion of pictures.

Page 3. Following Directions

Read and follow directions.

Language Growth

Children show and evaluate finished pictures. Compare size.

Job Sheet No. 8

Page 1. Association of Meanings and Printed Symbols

To broaden the meanings associated with the words up, down, see and come.

Language Growth

Stress safety in and out of the school yard.

Visual Discrimination

To use picture clues in interpreting the context. To promote ability to follow sequence in a story.

Motor Co-ordination

Children draw circles around the words that say up, down, see and come.

Page 2. Visual Discrimination and Motor Co-ordination

Children observe the words in the little boxes. Children draw a circle around all the words below that are just like the word in the box.

Page 3. Visual Discrimination

Children identify words in circles.

Motor Co-ordination

Children draw a line to the words that begin with souns "S", "B", "T", "R", "F", "M", "J".

Job Sheet No. 8

Page 1. Association of Meanings and Related Symbols

To broaden the meanings associated with the words up, down, see and come.

Language Growth

Stress safety in and out of the school yard.

Visual Discrimination

To use picture clues in interpreting the context.
To promote ability to follow sequence in a story.

Motor Co-ordination

Children draw circles around the words that say up, down, see and come.

Page 2. Visual Discrimination and Motor Co-ordination

Children observe the words in the little boxes.
Children draw a circle around all the words below that are just like the word in the box.

Page 3. Visual Discrimination

Children identify words in circles.

Motor Co-ordination

Children draw a line to the words that begin with sounds "s", "b", "f", "m", "r", "w", "l".

Job Sheet

Page

1. Color

2. Draw

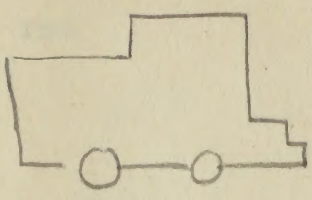
3. Color

3. Paste

4. Color

4. Cut out

Color



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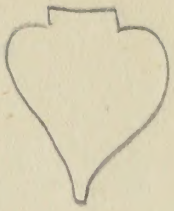
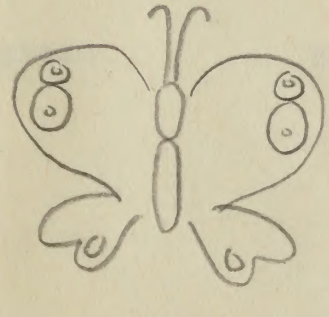
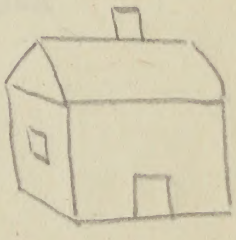


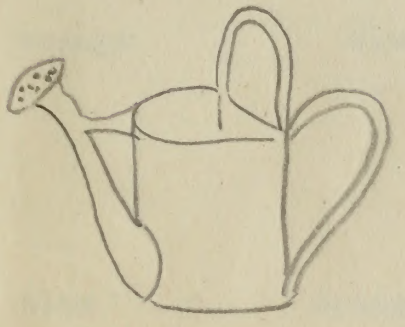
Color blue



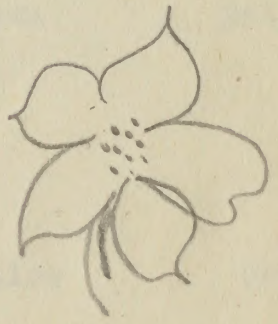
Color orange



Color yellow



Color green

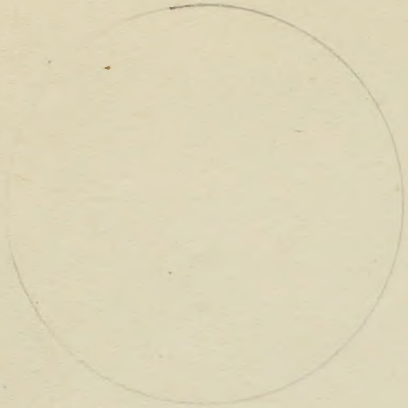
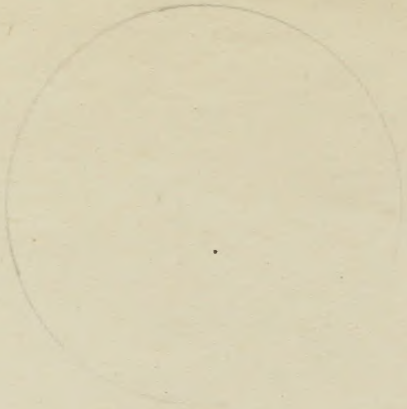
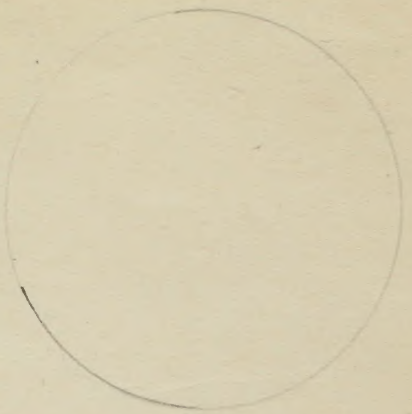
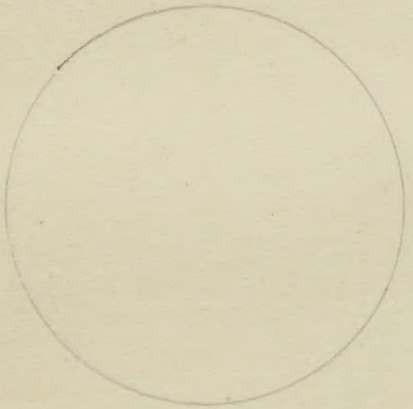
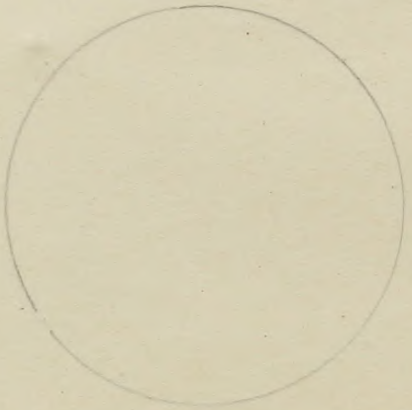
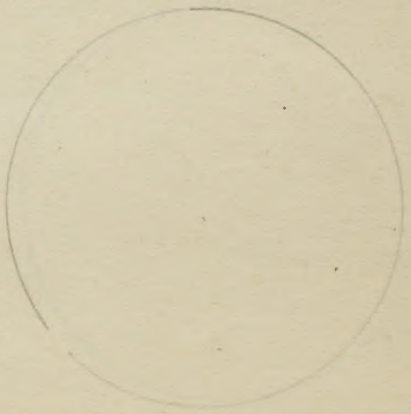


Color black

Children draw lines to matching words.

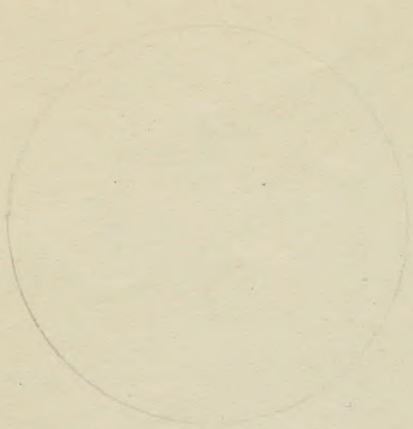
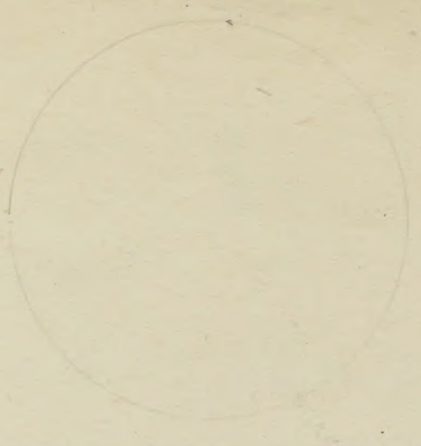
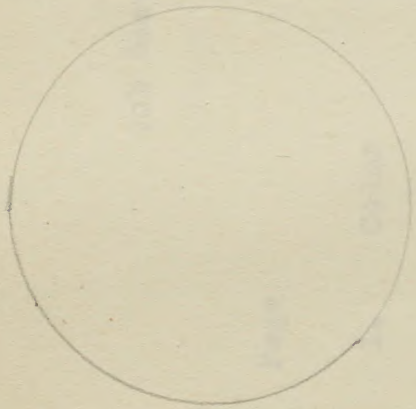
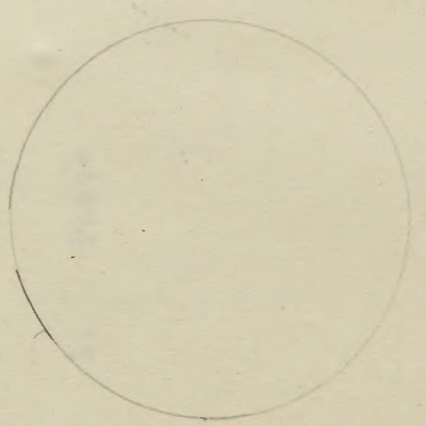
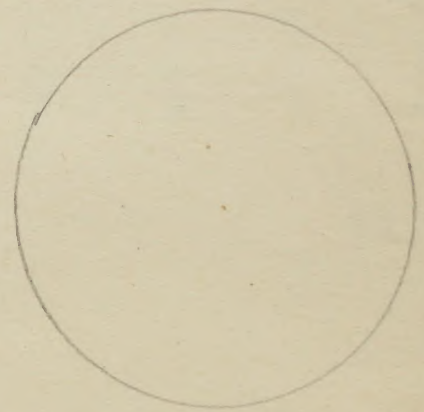
red	yellow	orange	blue
yellow	red	blue	orange
green	green	black	black
brown	brown	yellow	yellow
orange	blue	brown	yellow
blue	orange	yellow	brown
black	black	red	red
green	green	blue	blue

Color the circles.

		
blue	yellow	brown
		
orange	purple	green

Go to the next page.

Color and cut out the circles. Paste them in the right places on the page that comes before this one.

		
orange	purple	blue
		
brown	green	yellow

Job Sheet

Page

1. Color

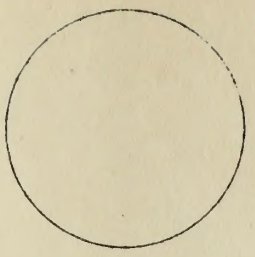
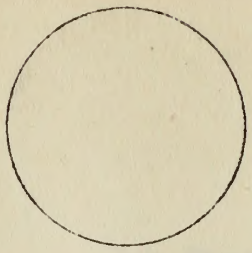
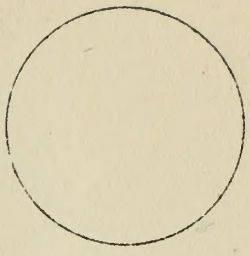
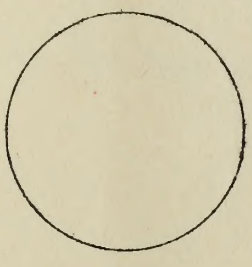
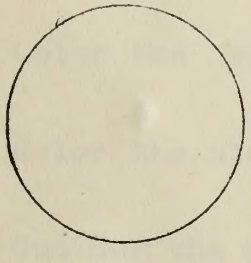
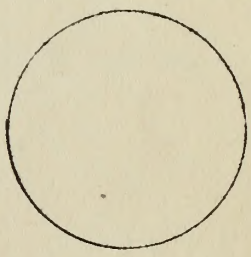
1. Cut out

1. Match

1. Paste

Match and color.

(1)

 red	 orange	 blue
 yellow	 brown	 green

Cut on dotted line.

yellow	red	brown
blue	orange	red
brown	yellow	orange
green	green	blue

Job Sheet

Page

1. Draw

2. Find the picture.

2. Color the pictures.

3. Color the pictures.

3. Cut out the pictures.

4. Paste

Job Sheet

Page

1. Draw

2. Find the picture.

3. Color the pictures.

4. Color the pictures.

5. Cut out the pictures.

6. Paste

Draw (1)

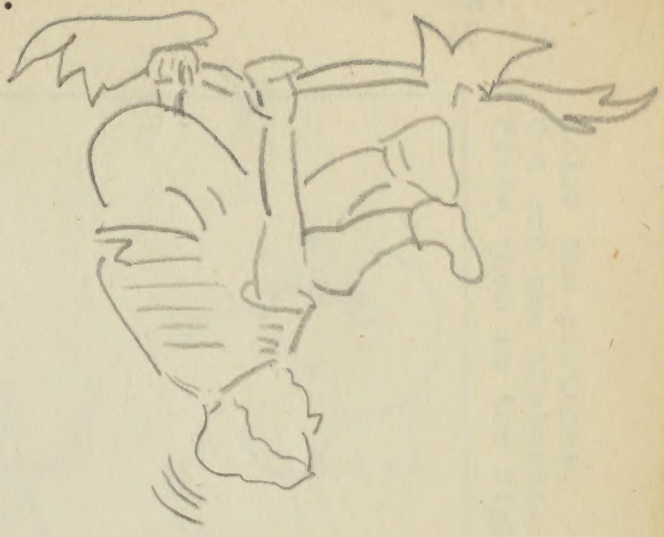
Jane works

Dick works

Father works

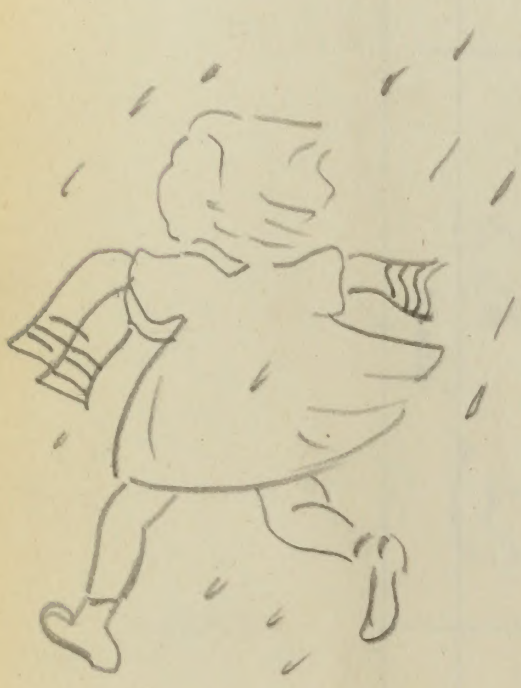
Mother works

To clarify meaning of work and play.



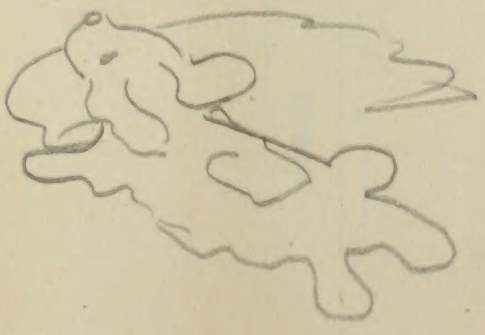
See Jane work.

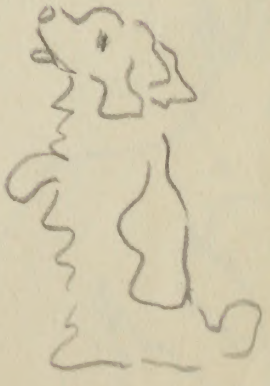
See Jane play.



Dick works.

Dick plays.



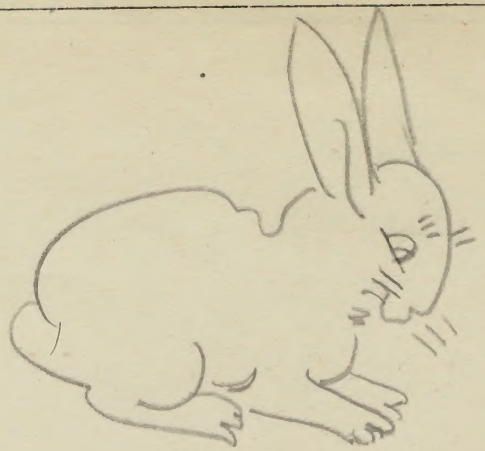
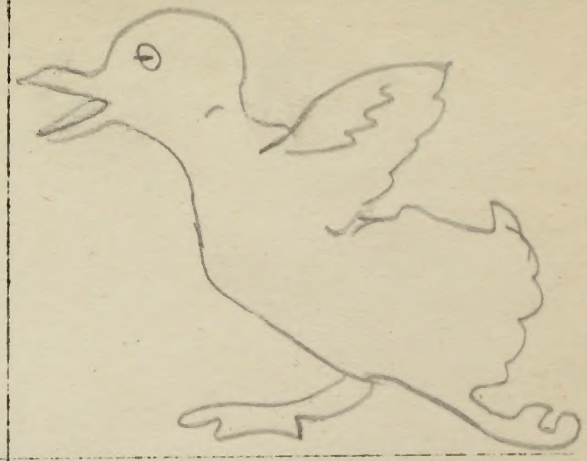
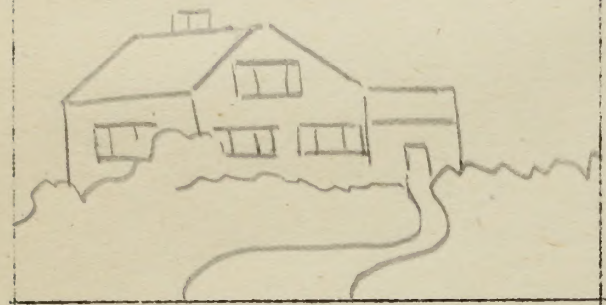
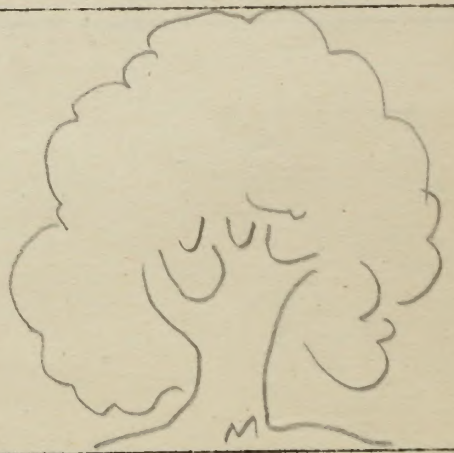


Spot plays.

Spot works.

(3)

Color the pictures.
Cut out the pictures.
Paste them in the right spaces on the next page.

		
yellow	brown	orange
		
red	black	green

		one orange duck	one black dog
		one green tree	one yellow chicken
		one red house	one brown rabbit

Job Sheet

Page

1. Make the arrow point.

2. Draw

2. Color

3. Look at the picture-word card.

3. Draw one like it.

Job Sheet

Page

1. Make the arrow point.

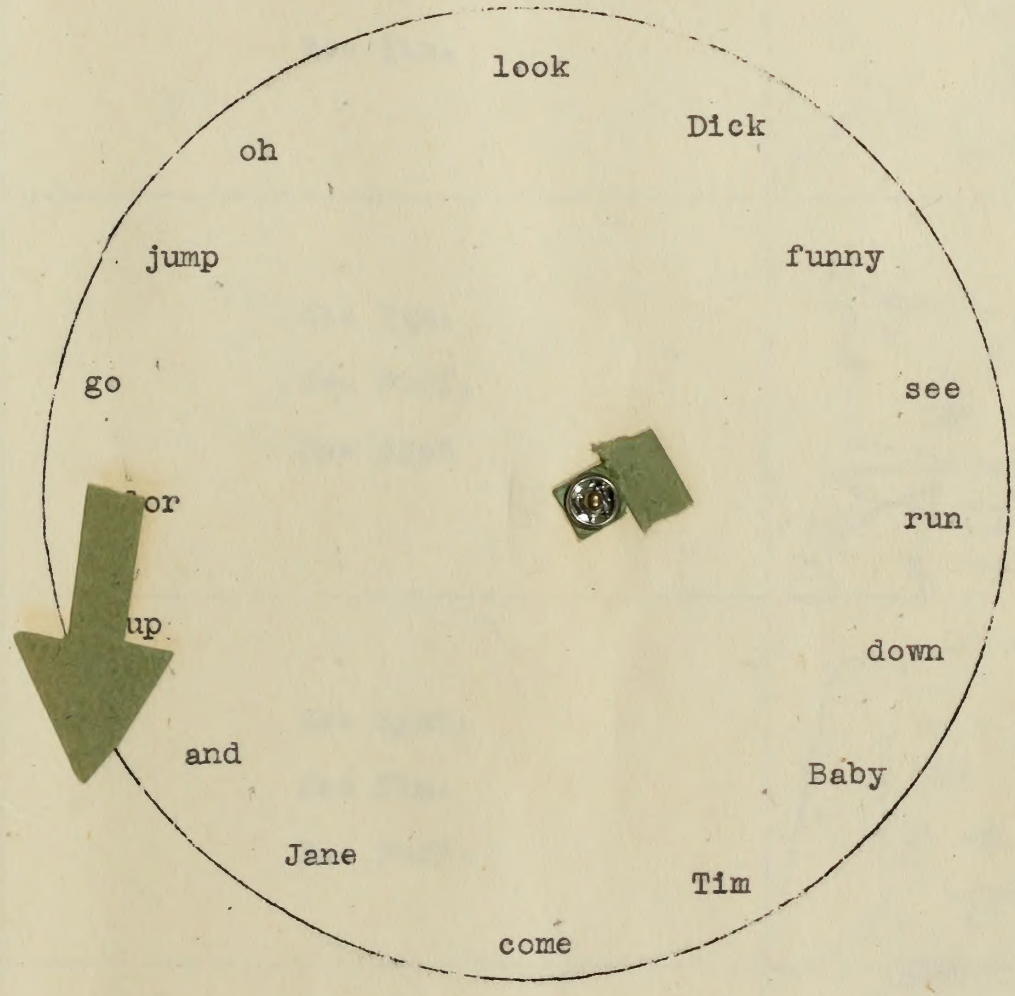
2. Draw

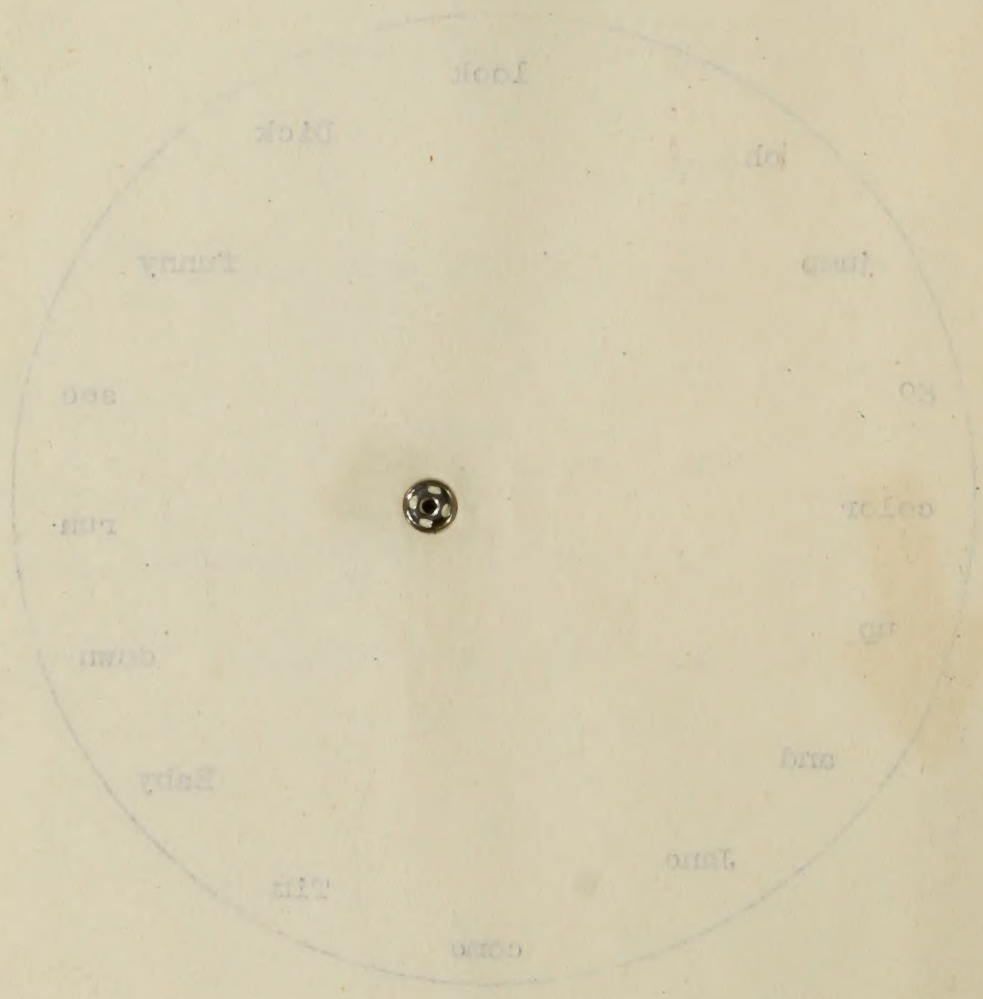
3. Color

4. Look at the picture-word card.

5. Draw one like it.

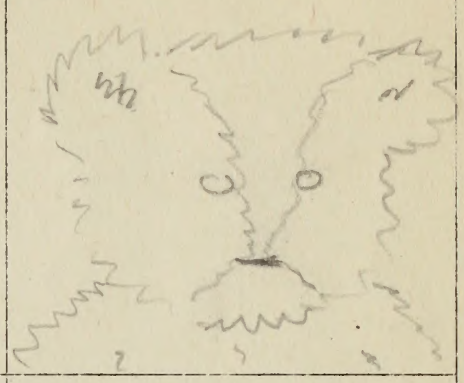
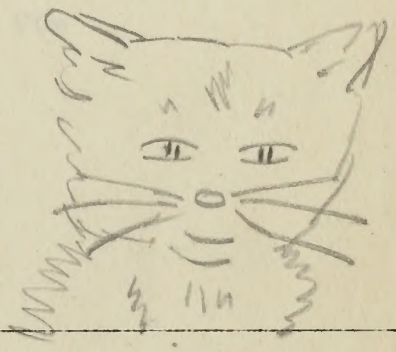
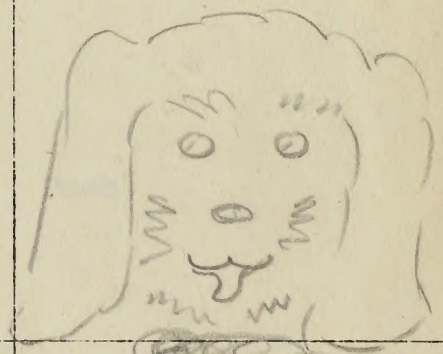
Make the arrow point to the words I say, 35
color, see, Jane, look, Dick and Baby. (1)





Draw a line from the sentence to the picture which tells about it. (2)

Color the pictures.

See Puff. See Spot. See Tim.	
See Tim. See Puff. See Spot	
See Spot. See Tim. See Puff.	
See Puff. See Tim. See Baby.	

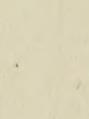
Show picture-word card to group.
Draw one like it.

Something to Color

Pig

Cow

Horse



Duck

Color the pig orange.

Color the cow brown.

Color the horse black.

Color the duck yellow.

Job Sheet

Page

1. Color the pictures.

1. Read

1. Draw

2. Color

2. Find

2. Draw

3. Draw

Job Sheet

Page

1. Color the pictures.

1. Read

1. Draw

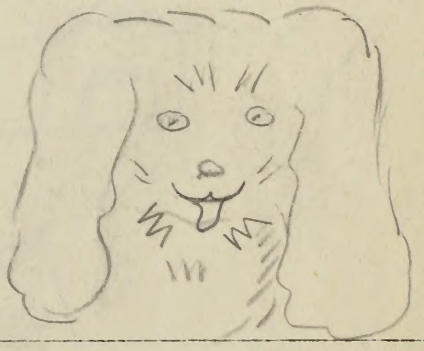
2. Color

2. Find

2. Draw

3. Draw

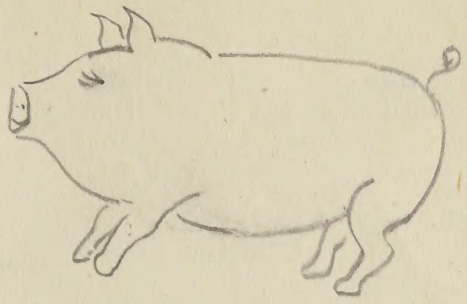
Find the true sentence in the block.
Draw line from sentence to the dot.

See Jane See Dick .	
See Baby See Spot .	
See Dick See Jane .	
See Baby See Spot .	

Draw a line from the correct sentence to the picture.

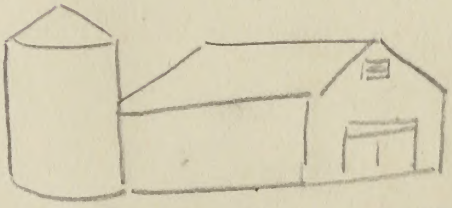
Find a barn.

Color it red.



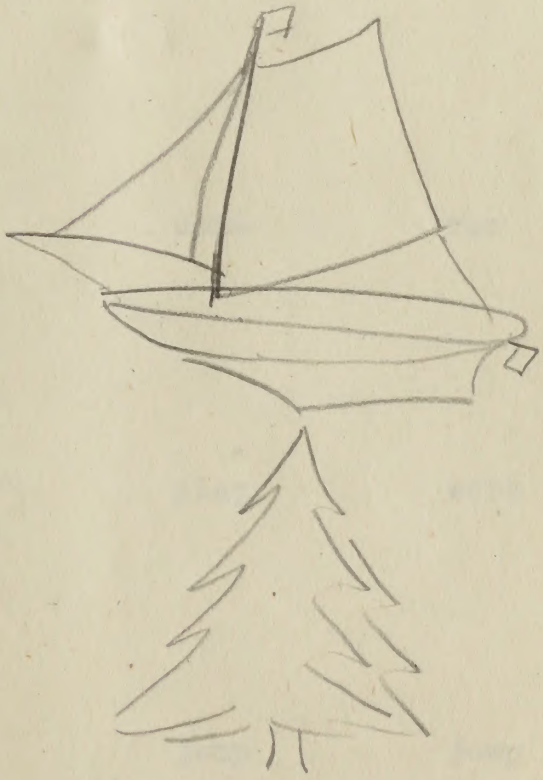
Find a pig.

Color it yellow.



Find a tree.

Color it green.



Find a boat.

Color it blue.

Draw a line through the word that is not like the others in the row.

(3)

Oh	Oh	Oh	see
funny	funny	Dick	funny
Look	run	look	look
come	come	come	run
work	work	play	work
jump	Jane	jump	jump
up	up	up	go

Job Sheet

Page

1. Look

1. Draw

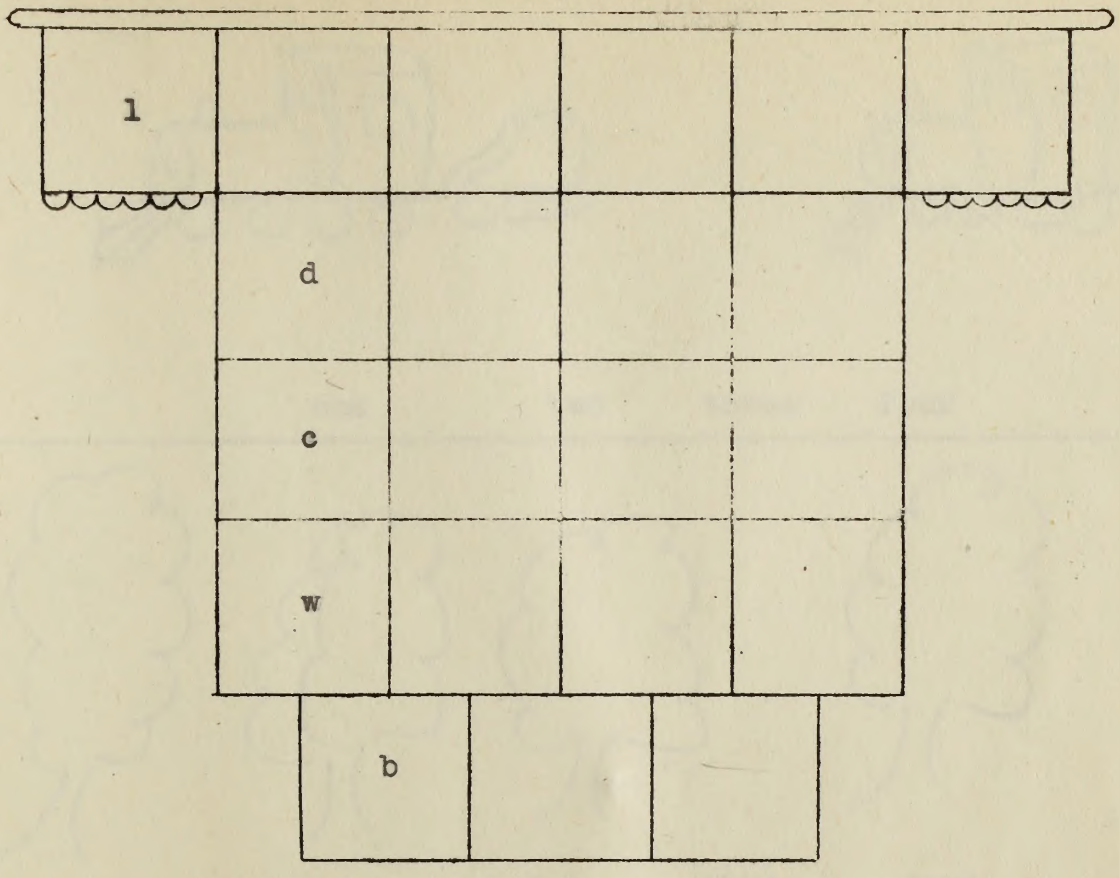
1. Write

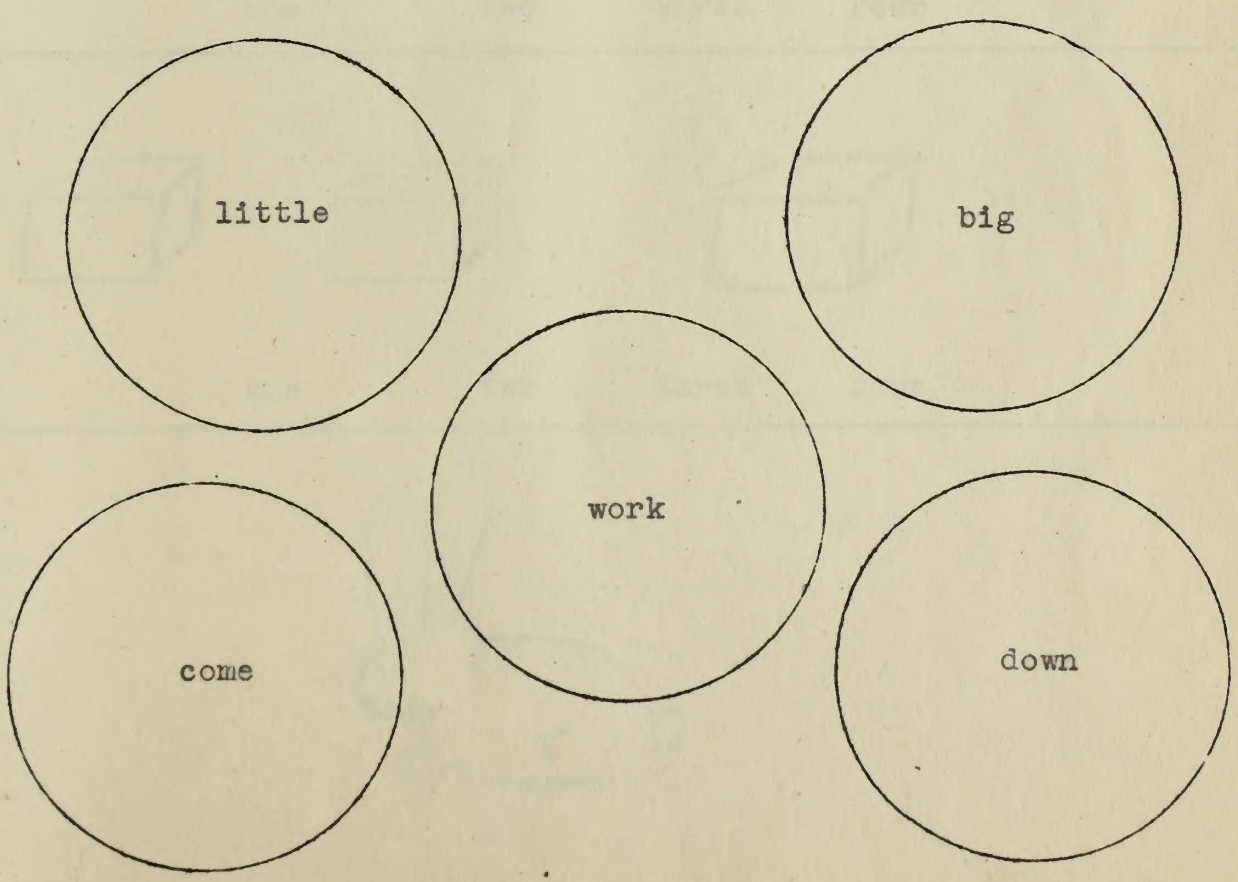
2. Draw

2. Color

3. Draw the pictures.

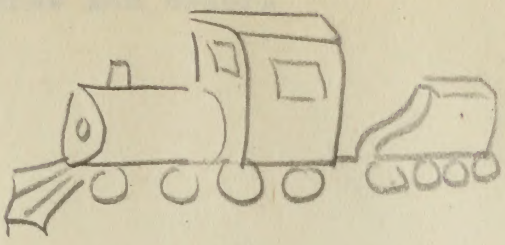
Look at the letter in the first box of each row.
Draw a line to the word that begins with (sound "L", "W", "D", "B" and "C".)
Look at the word in the circle. Write the letters in the boxes
of the puzzle where they belong.

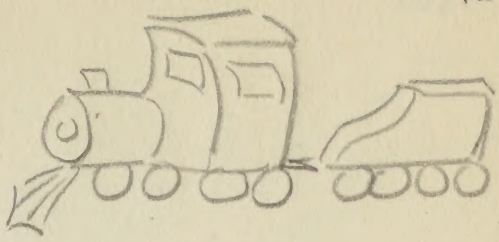




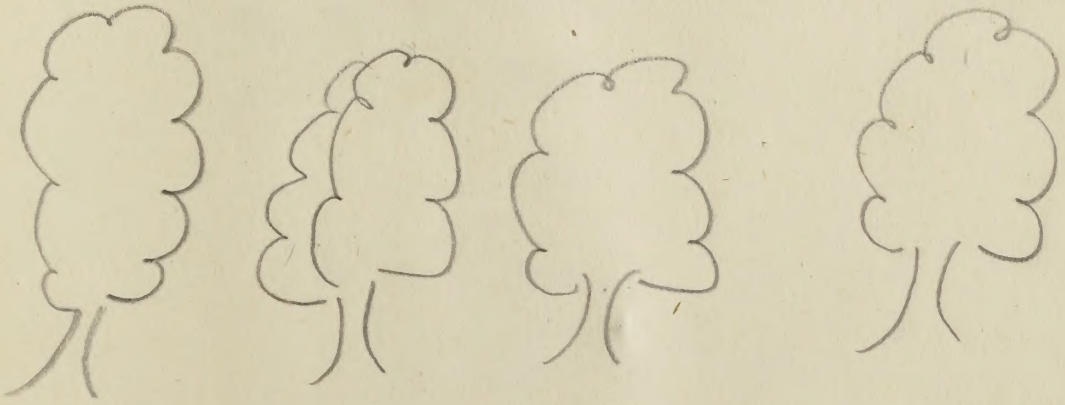
I
d
c
w
b

Children draw a line under the right word. (2)

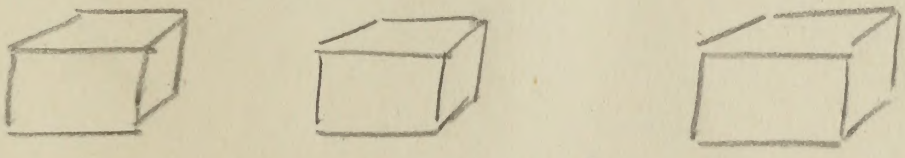




one two three four



one two three four



one two three four

one two three four

Draw and color. (3)

Draw a big yellow house.

Draw a little house for Spot.

Draw two blue cars.

Draw three big cookies.

Job Sheet

Page

1. Color

1. Draw

2. Draw

2. Color

3. Draw Baby and Dick.

Job Sheet

Page

1. Color

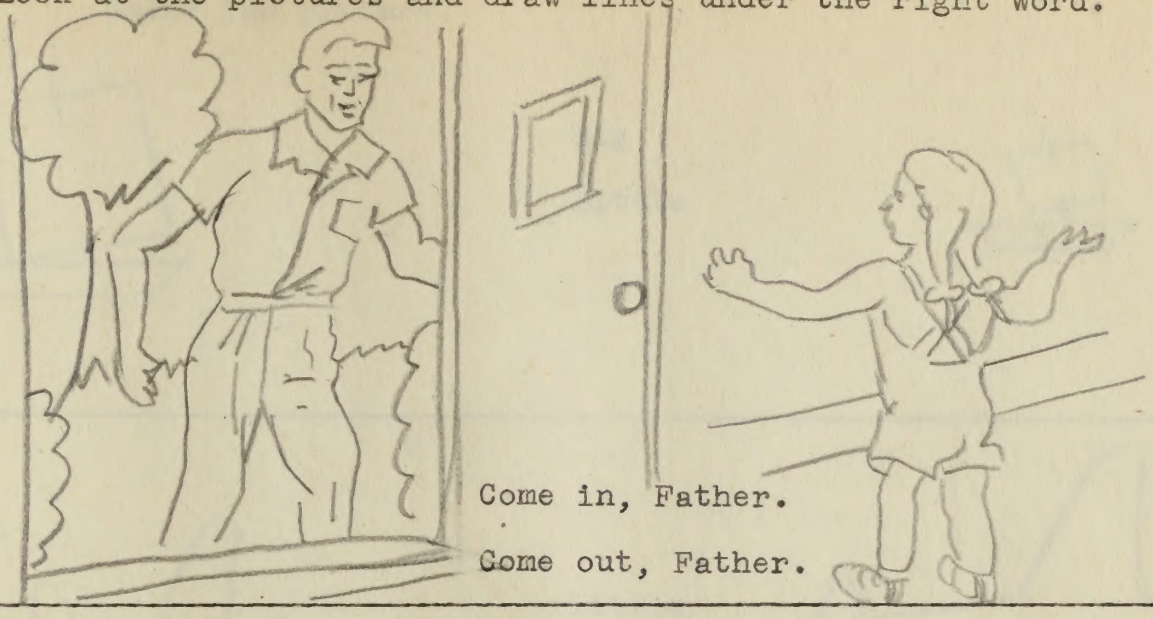
1. Draw

2. Draw

2. Color

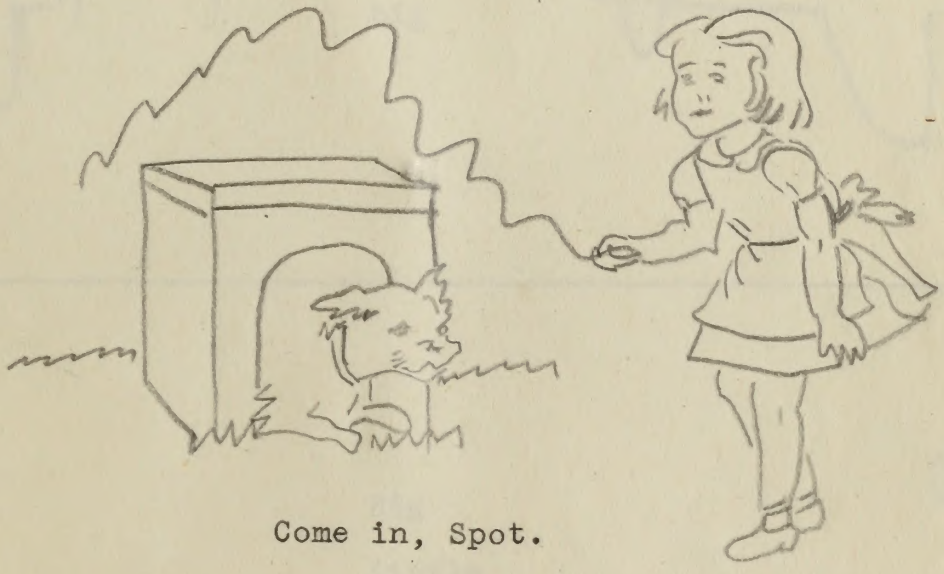
3. Draw Baby and Dick.

Look at the pictures and draw lines under the right word.



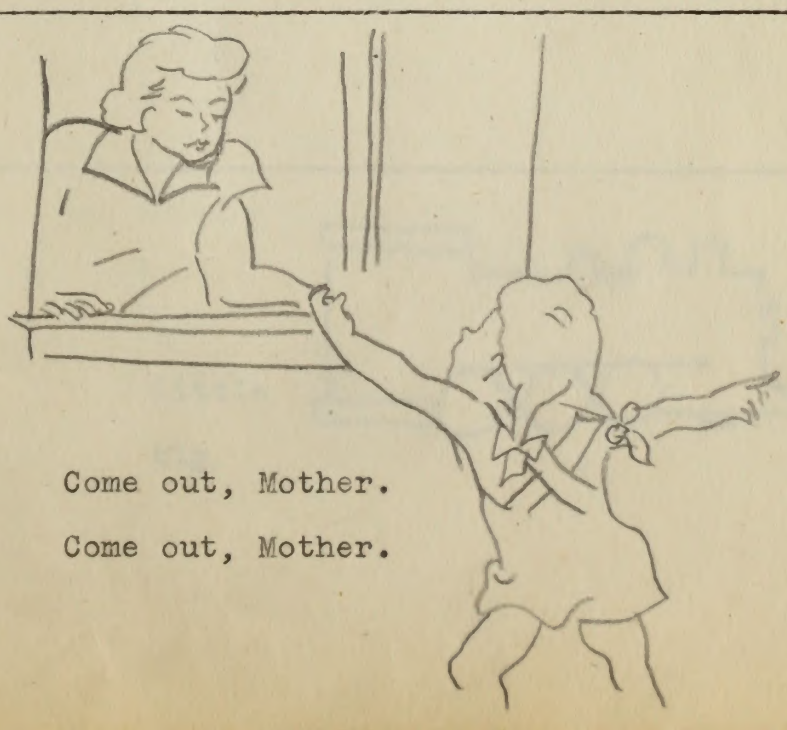
Come in, Father.

Come out, Father.



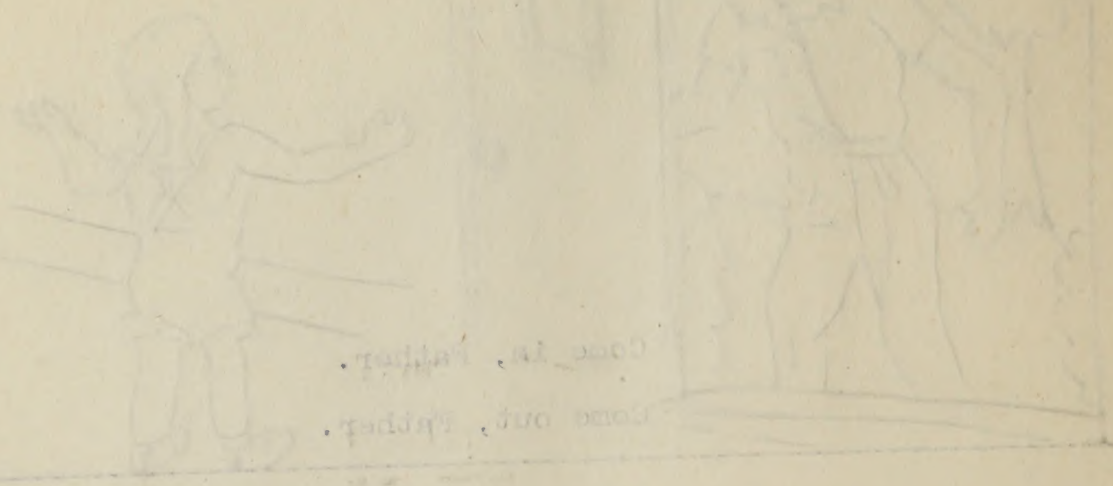
Come in, Spot.

Come out, Spot.



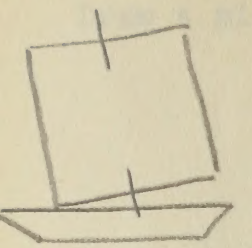
Come out, Mother.

Come out, Mother.



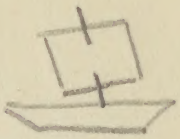
Draw a line from the word to the correct picture.
Color the picture.

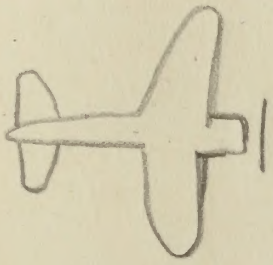
(2)



Big

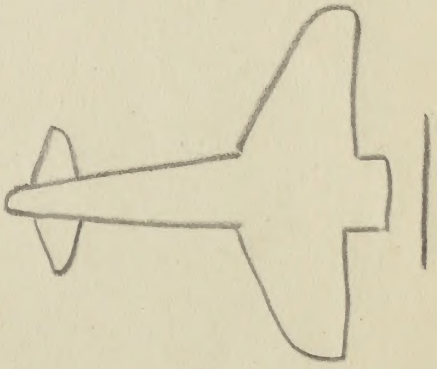
Little

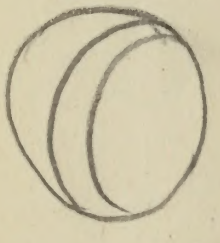




little

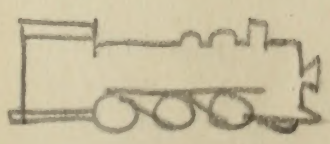
big





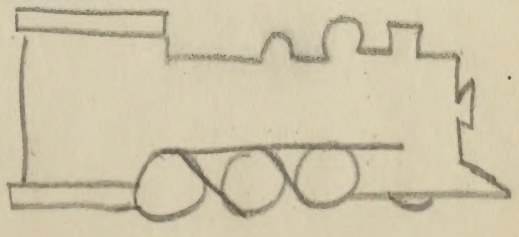
Big

Little



little

big



Draw a line from the word to the correct picture.
Color the picture.

Draw a picture from directions. (3)

Draw Baby under a big tree.

Draw Dick under a little tree.

This is Baby.

This is Dick.

Job Sheet

Page

1. Draw

1. Color

1. Draw

1. Color

1. Color

2. Color

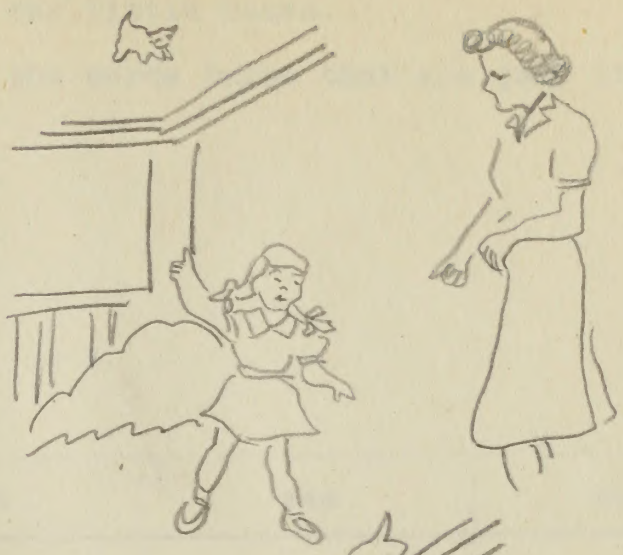
3. Make the arrow point to the words.

To enrich meaning of up and down.

Oh, Mother!

Oh, Mother!

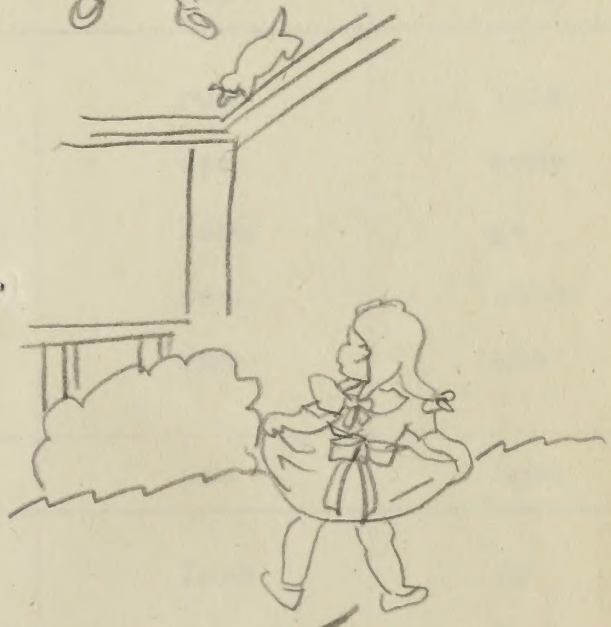
See little Puff.



Come down.

Come down.

Come down, little Puff.



Up I go.

Up I go.

One, two, three.

Boston University
School of Education
Library

(2)

Say all the words in all the little boxes.

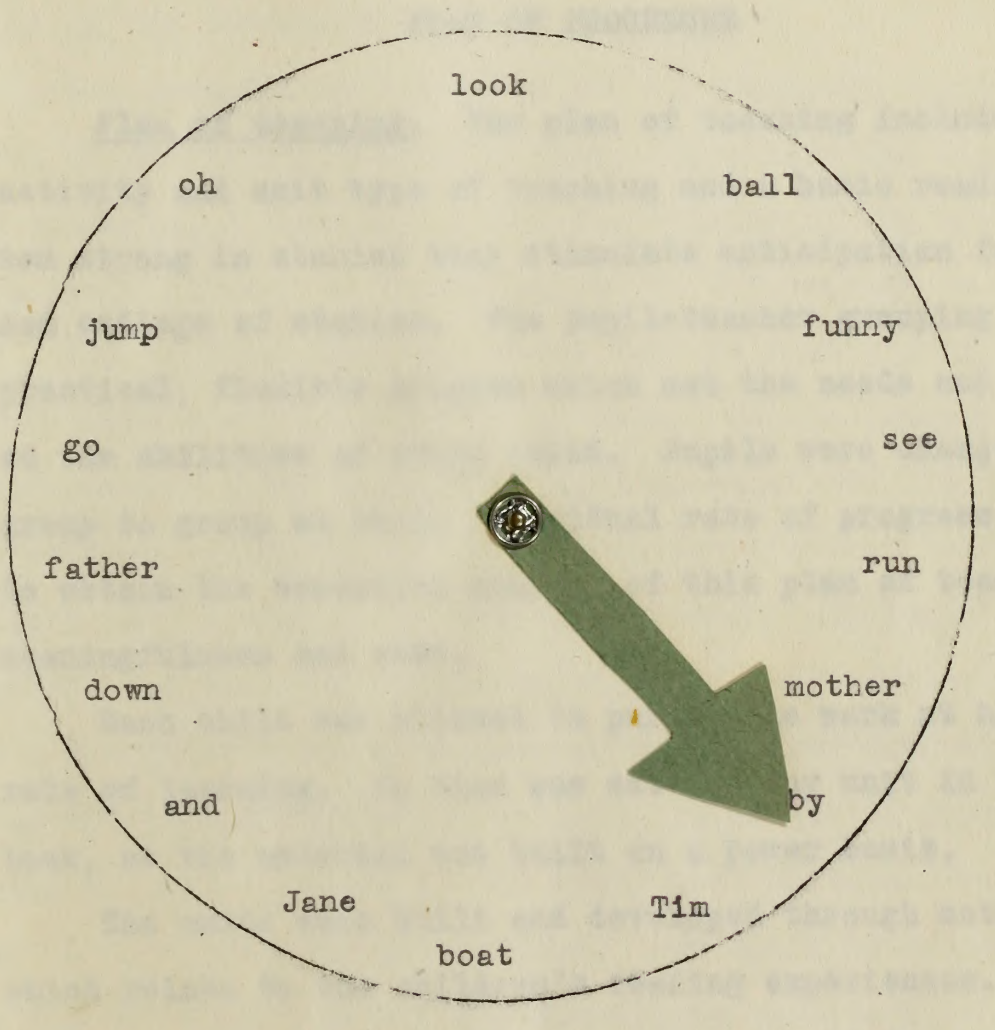
Draw a circle around all the words below that are just like the word in the box.

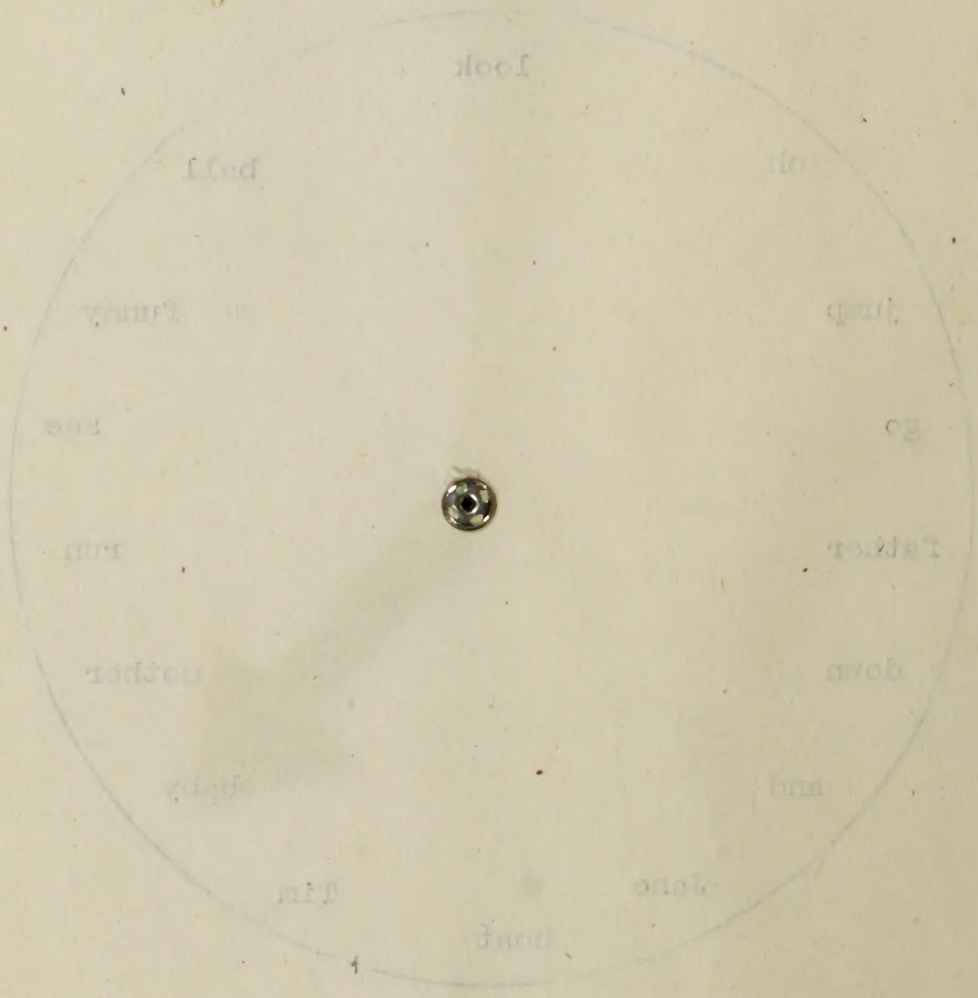
up	down	see	come
run	Puff	run	look
oh	down	see	come
up	look	look	go
and	Dick	see	look
up	down	run	see

up	down	see	come
Go	come	look	up
go	Down	oh	look
up	look	see	come
run	down	see	up
up	see	down	come

(Teacher reads the directions)

Make the arrow point to:
The words that begin with (sound "S")
" " " " " " "B"
" " " " " " "T"
" " " " " " "R"
" " " " " " "F"
" " " " " " "M"
" " " " " " "J"





CHAPTER IV

PLAN OF PROCEDURE

Plan of teaching. The plan of teaching included the activity and unit type of teaching and a basic reading system strong in stories that stimulate anticipation for events and endings of stories. The pupil-teacher grouping was a practical, flexible program which met the needs and furthered the abilities of every child. Pupils were changed from group to group at their individual rate of progress, so as to obtain the essential quality of this plan of teaching, meaningfulness and ease.

Each child was allowed to pursue the work at his own rate of learning. No time was set for any unit in the workbook, as the material was built on a power basis.

The units were built and developed through activities which relate to the children's reading experiences. Within a major unit a series of lessons were taught for the purpose of teaching reading, writing, arithmetic, and language growth.

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The method of using this workbook is best explained in some of the lessons developed.

The material in "Look and Do" is organized around "A Trip to the Farm" interest-center. This unit was suggested by centering discussion around the stories of "To and Fro", pp. 49-59, chosen by the children for the teacher to read.

The children arrived in the fall to find pictures of farm animals and pets about the room. On the library table were several books which the children examined. Some could be read independently, while others the children found they needed help to read. In the opening exercises or in a story period, one book was chosen by them for the teacher to read. As a result of being made more or less "farm" conscious, they will be talking about animals, trips to the farm, feeding pets, etc., to enlarge on the story read to them. This will lead to a discussion of the farm. One child told the class of his visit on a farm. Other children were anxious to tell their experiences. A pupil who has a hen volunteered to bring it for the others to see. She told us where she kept it at home and agreed with the teacher that there is no place to keep the hen at school. From this the children talk about homes of other farm animals. They decide to build a place for the child's hen. Anna suggested, "Why not build a play farm in the sand-box?" A discussion

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follows of what they need to build. A chart is made listing all possible sources of information by which the children may find the answers to their questions (Chart I). Reading charts, with carefully controlled vocabulary, were developed during language periods. Construction of table scenes, paintings, and drawings provided word enrichment. Teacher-pupil planning and committee work were introduced. Dramatization of farm life was included.

Interwoven with these variations of activities were specific reading lessons, the superior and average groups using many stories on farm life found in the many familiar basic reading books, while the slow-learning spent their time on the lessons provided in this prepared workbook. The slow-learning group were able to progress at their own rate of speed, using the job-sheet type of assignment, thus eliminating unfair competition and at the same time acquiring a vocabulary that enabled them to participate in the activity unit with the entire group.

Correlation of this vocabulary with their basic reading and the writing and reading of the class newspaper made many opportunities to feel success and unity with the class. Using this method, a small area of vocabulary was taught intensively until the group could use the vocabulary independently.

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Day after day every opportunity during the school hours was planned to foster the vocabulary enrichment that would give to the slow-learning group the feeling of sharing in the plan of their classmates. A day's program included the following units:

1. Opening Exercises
2. Reading the "Daily News".

   All the children enjoyed this activity. Its vocabulary was carefully controlled. The "Daily News" is a helpful device. In the discussion period, the same every day, write interesting happenings of the day.
3. Reading block

   Within this successful small group organization pupil-teachers guided the job sheets while during the teacher's period with the group each day, she may present new words, word enrichment, and word drills.
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   Manuscript writing is used throughout the city in the first two grades. Next year it will be used

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5. Arithmetic

Here a planned program of concrete experiences providing sensory as well as associational learning. The reading vocabulary introduced in the supplementary material was used. Such as: one, two, three, four, big and little.

6. Language

The act of making oneself understood is an important part of the day's program. The plans for the day as well as the directions for work were discussed. Also, formulating rules for group behavior; giving information about the qualifications for a good leader, and the naming of the game to be played that day.

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CHAPTER V

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In general, it appears that this study was a success. During the time that the study was developing, each slow-learning child moving at his own rate of learning, it was possible to note considerable progress resulting from the use of this specifically planned set of exercises that enabled the slow-learning group to have a share in the class reading project. Some of the outstanding educational gains are described below.

Improvement of Language Abilities

Much time was spent successfully in language activities involving the ability to speak well and to listen attentively to others. The ability to recognize rhyming words brought great joy to a child who had not been too successful in other activities. One child's habit of poor posture and speaking too fast improved after he learned to listen to the group and realized that he, too, had something to tell the children. All "non-readers" achieved some reading ability after they found they were meeting with success in the well-motivated individual program. This program helped to eliminate their difficulties. One child who was unable to talk has developed speech due largely to the sympathetic attitude on the part of the children. His recitations are voluntary, and he is

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The eagerness of these children to make a chart based on their group experiences serves as a recommendation for the time used in preparing them for this learning situation. They now seem to realize that they, too, could produce, if they would but listen and accept the suggestions for improvement from the other members of the class.

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Evidences of the value of the time spent in enrichment of concepts were their pleasure and desire to read after meeting enriched words in supplementary and library books. One little boy new to the city activity said, "Let's work for the teacher today. I'll work and help the milkman get the milk into school. Before you go to work delivering your papers, Joseph, finish all your papers. My father works the farm to earn his money."

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The growth in abilities and habits was marked. The desire of one pupil to share a book with another child was noted. The feeling of the slow-learning group that they were contributing to the project built a favorable attitude and heightened their appreciation. Each child was made to understand that he had a definite place in the class and that the success of the class undertakings was dependent upon the contributions of every member.

This workbook was used in a first grade classroom under the small group work plan. Growth in independence on the part of the pupils was observed under this program of pupil-teacher participation. The class was heterogeneous in age, mental ability and maturity, and it numbered thirty-two pupils. The mental ages ranged from five years to seven years, four months. The abilities of this group ranged from a child who had second grade reading ability to the slow-learning group.

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As a group they do not represent so low a level of initial school adjustment as would be typical of dull-normal groups in general. Who can doubt but that their entire future has been positively influenced through a better knowledge of their difficulties and the adoption of a constructive plan of individual lesson plan instruction which is helping them to overcome their reading deficiencies.

Analysis of Data

The average chronological age of the slow learning group was six years and eleven months while the average mental age was five years and ten months. The average intelligence quotient was eighty-four. Table I presents the individual results obtained from the Revised Stanford-Binet Intelligence Test. 1/

TABLE I

INDIVIDUAL INTELLIGENCE RATINGS OBTAINED FROM THE STANFORD-BINET INTELLIGENCE TEST.

PUPIL	C.A.	M.A.	I.Q.
1	6-8	6-0	90
2	6-8	5-10	88
3	7-3	6-2	85
4	7-1	6-0	85
5	7-3	6-0	83
6	6-8	5-6	83
7	7-1	5-8	80
8	6-8	5-3	79

1/ Terman and Merrill, New Revised Stanford-Binet Tests of Intelligence. Boston: Houghton, Mifflin, 1939. Form M.

CHAPTER VI

CONCLUSIONS

From the study and analysis of the contributions made by this workbook and the program giving early attention to the difficulties with which such slow-learning children struggle, the conclusion is that this workbook does provide this much-needed type of supplementary material.

Findings listed below noting individual pupil growth, which made the writer feel that such a scholar's tool as this workbook does provide for individual growth:

1. A keen interest shown in reading activities
2. An ability to stay with a problem until it is finished
3. An attitude of self-evaluation and an eagerness to work
4. Attitudes of kindness, interest, and co-operation in working with groups
5. An appreciation of the work the group accomplishes
6. An increased desire to learn new words
7. An ability to speak clearly and in sentences
8. Visual discrimination was strengthened

In conclusion, then, the writer, wishes to report a showing of growth of each pupil in skills and abilities, attitudes, appreciations after using this workbook on her own first grade. Furthermore, she feels that specific reading material helps to effect a better adjustment for each child.

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In conclusion, Lane[1] states:

> Another development in a modern reading program appears a swing backward from incidental and fortuitous reading instruction to a more definite basic course in reading. This does not mean that 'intensive reading' is to replace 'extensive reading'; both types are necessary and both types should be given equal consideration.

A well-planned program does not rely upon the reading class alone for the development of appropriate reading interests and habits. Rather, it provides for their initial development during an enriched reading period, and supplements this specialized training with careful guidance in reading, social studies, art appreciation, health and arithmetic.

1/ Robert Hill Lane, The Teacher in the Modern Elementary School. Chapter VIII, passim, Houghton Mifflin, Boston, 1941.

A well-planned program does not rely upon the reading plans alone for the development of appropriate reading interests and habits. Rather, it provides for their initial development during an enriched reading period, and supplements this specialized training with general guidance in reading, social studies, art appreciation, health and arithmetic.

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[1] Robert Hill Lane, The Teacher in the Modern Elementary School. Chapter VIII. Pages. Houghton Mifflin, Boston, 1941.

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APPENDIX

APPENDIX

The following pages contain a sample of the test administered and the vocabulary of the workbook.

RECORD BOOKLET — *Form M*

FOR THE REVISED STANFORD-BINET SCALE

as described in Terman and Merrill's Measuring Intelligence

No._____

Series_____

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Name_____ Examiner_____ C.A._____

Sex_____ Birthdate_____ Date_____ M.A._____

School_____ Grade_____ I.Q._____

Parent_____ Address_____

Birthplace_____ of father_____ of mother_____

Occupation of father_____ of mother_____

Race_____ Nationality of descent_____

TEST BEHAVIOR

Willingness	enthusiastic eagerness	enters actively into task	normal attitude because proper	disagreeable task	active objection
Self-confidence	extremely self-confident; relies on own ability	rather self-confident	neither distrustful nor entirely self-reliant	inclined to distrust own ability	extremely lacking in self-confidence; constantly distrustful of own ability
Social confidence	perfectly assured in personal contacts	rather confident	normal for age	rather shy	shy, reserved, reticent
Attention	completely absorbed by task	little interference from distracting stimuli	normal; attention to outside stimuli does not impair efficiency	easily distracted by extraneous stimuli or by own ideas, but returns readily to task	abstracted; difficult to get and hold attention

TEST SUMMARY

Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.
II_____	_____	VI_____	_____	XIII_____	_____
II–6_____	_____	VII_____	_____	XIV_____	_____
III_____	_____	VIII_____	_____	A.A._____	_____
III–6_____	_____	IX_____	_____	S.A.I._____	_____
IV_____	_____	X_____	_____	S.A. II_____	_____
IV–6_____	_____	XI_____	_____	S.A. III_____	_____
V_____	_____	XII_____	_____	_____	_____

Time_____ Total_____ _____

HOUGHTON MIFFLIN COMPANY

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The Riverside Press Cambridge

YEAR II (6 tests, 1 month each; or 4 tests, 1½ months each)

☐ 1.*Delayed response (2+) *a)* *b)* *c)*

☐ 2. Identifying objects by name (4+)

a) Dog *b)* Ball *c)* Engine *d)* Bed *e)* Doll *f)* Scissors

☐ 3. Identifying parts of the body (3+)

a) Hair *b)* Eyes *c)* Feet *d)* Nose

☐ 4.*Three-hole form board (1+) *a)* *b)*

☐ 5.*Picture vocabulary (same as II–6, 4; III, 2; IV, 1; V, 1) (2+)

1. Automobile	4. Key	7. Knife	10. Flag	13. Coat	16. Pitcher
2. Hat	5. Aeroplane	8. Soldier hat	11. Horse	14. Boat	17. Arm
3. Telephone	6. Ball	9. Block	12. Foot	15. Cane	

☐ 6.*Word combinations

Alternate. Naming objects (same as II–6, 3; III, 5) (3+)

a) Shoe *b)* Watch *c)* Telephone *d)* Flag *e)* Jack-knife *f)* Stove

Mos._____

YEAR II–6 (6 tests, 1 month each; or 4 tests, 1½ months each)

☐ 1.*Identifying objects by use (same as III, 3) (4+)

a) Stove *b)* Bed *c)* Pipe *d)* Chair *e)* Dustpan *f)* Scissors

☐ 2. Motor coordination (1+) *a)* *b)* *c)*

☐ 3.*Naming objects (same as III, 5) (4+)

a) Shoe *b)* Watch *c)* Telephone *d)* Flag *e)* Jack-knife *f)* Stove

☐ 4.*Picture vocabulary (same as II, 5; III, 2; IV, 1; V, 1) (7+)

☐ 5.*Repeating 2 digits (1+)

a) 5–8_____ *b)* 7–2_____ *c)* 3–9_____

☐ 6. Obeying simple commands (2+)

a) *b)* *c)*

Alternate. Stringing beads (same as IV, 2) (2+) (2 min.)

Mos._____

YEAR III (6 tests, 1 month each; or 4 tests, 1½ months each)

☐ 1.*Block building: Bridge

☐ 2.*Picture vocabulary (same as II, 5; II–6, 4; IV, 1; V, 1) (10+)

☐ 3.*Identifying objects by use (same as II–6, 1) (5+)

☐ 4. Drawing a vertical line

☐ 5.*Naming objects (same as II–6, 3) (5+)

☐ 6. Repeating 3 digits (1+)

a) 7–4–9_____ *b)* 9–6–1_____ *c)* 2–5–3_____

Alternate. Three-hole form board: Rotated (II, 4 must precede) (2+) *a)* *b)*

Mos._____

Note. — The tests marked with a * constitute an abbreviated scale, for use in case there is not time to give a complete test. See page 31 of "Measuring Intelligence."

YEAR III–6 (6 tests, 1 month each; or 4 tests, 1½ months each)

☐ 1.*Comparison of balls (3 of 3, or 5 of 6)

a) *b)* *c)* *d)* *e)* *f)*

☐ 2. Patience: Pictures (1+)

a) *b)*

☐ 3.*Discrimination of animal pictures (same as IV–6, 1) (4+) No. correct_____

☐ 4.*Response to pictures I (same as VI, 4) (Level I, 2+)

a) Grandmother's story

b) Birthday party

c) Wash day

☐ 5. Sorting buttons (2 min.) Errors_____

☐ 6.*Comprehension I (1+)

a) *b)*

Alternate. Matching objects (3+) *a)* *b)* *c)* *d)*

Mos._____

YEAR IV (6 tests, 1 month each; or 4 tests, 1½ months each)

☐ 1.*Picture vocabulary (same as II, 5; II–6, 4; III, 2; V, 1) (12+)

☐ 2. Stringing beads (7+) (2 min.) No. strung_____

☐ 3.*Opposite analogies I (same as VI, 6) (2+)

a) *b)* *c)* *d)* *e)*

☐ 4.*Pictorial identification (3+)

a) Bird *b)* Fish *c)* Book *d)* Clock *e)* Eggs *f)* Apple

☐ 5. Number concept of two (2+) *a)* *b)* *c)*

☐ 6.*Memory for sentences I (2+)

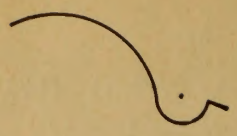
a) I like to eat ice cream cones.

b) My watch has two hands.

c) Give me just one of them.

Alternate. Discrimination of animal pictures (same as III–6, 3; IV–6, 1) (6+)

Mos._____



YEAR IV–6 (6 tests, 1 month each; or 4 tests, 1½ months each)

☐ 1.*Discrimination of animal pictures (same as III–6, 3) (7+) No. correct.....

☐ 2.*Definitions (2+)

a) Key *b*) Dress *c*) Bed

☐ 3. Repeating 4 digits (1+)

a) 4–7–3–1..... *b*) 5–2–8–3..... *c*) 9–4–1–7.....

☐ 4.*Picture completion: Bird (1 point)

☐ 5. Materials (2+) *a*) House *b*) Window *c*) Book

☐ 6.*Comprehension II (same as V, 5) (1+)

a) *b*)

Alternate. Patience: Pictures (same as III–6, 2) (2+)

Mos......

YEAR V (6 tests, 1 month each; or 4 tests, 1½ months each)

☐ 1.*Picture vocabulary (same as II, 5; II–6, 4; III, 2; IV, 1) (14+)

☐ 2.*Number concept of three (2+) *a*) *b*) *c*)

☐ 3. Pictorial similarities and differences (9+)

☐ 4.*Patience: Rectangles (2+) *a*) *b*) *c*)

☐ 5.*Comprehension II (same as IV–6, 6) (2+)

☐ 6. Mutilated pictures (3+)

a) *b*) *c*) *d*) *e*)

Alternate. Knot

Mos......

(There is no heading *V–6* and there are only six months of credit between the headings *Year V* and *Year VI* because each group of tests covers the period immediately preceding its age heading, in this case the period from *Year IV–6 to Year V.*)

YEAR VI (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1. Number concepts (3+) *a)* *b)* *c)* *d)*

☐ 2.*Copying a bead chain (2 min.)

☐ 3.*Differences (2+)

a) Bird and dog

b) Slipper and boot

c) Wood and glass

☐ 4.*Response to pictures I (same as III–6, 4) (Level II, 2+)

☐ 5. Counting thirteen pennies (1+)

a) *b)*

☐ 6.*Opposite analogies I (same as IV, 3) (4+)

Mos......

YEAR VII (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1. Giving the number of fingers (3+) *a)* *b)* *c)*

☐ 2. Memory for sentences II (1+)

a) Betty has made a pretty dress for her doll out of blue ribbon.

b) My baby brother wants Santa Claus to bring him a great big drum.

☐ 3.*Picture absurdities I (2+)

a)

b)

c)

☐ 4.*Repeating 3 digits reversed (1+)

a) 2–9–5..... *b)* 8–1–6..... *c)* 4–7–3.....

☐ 5.*Sentence building I (2+)

a)

b)

c)

☐ 6.*Counting taps (3+) *a)* *b)* *c)*

Mos......

YEAR VIII (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1.*Comprehension III (2+)
a)
b)
c)

☐ 2.*Similarities: Two things (2+)
a) Mosquito and sparrow
b) Window and door
c) Bread and meat

☐ 3.*Verbal absurdities I (3+)
a)

b)

c)

d)

☐ 4. Naming the days of the week (order correct. 2 checks +)
Tu..... Th..... Fri.....

☐ 5. Problem situations (2+)
a)
b)
c)

☐ 6.*Opposite analogies II (3+)
a) *b*) *c*) *d*)

Mos.....

YEAR IX (6 tests, 2 months each; or 4 tests, 3 months each).

☐ 1.*Memory for designs I (1 + or 2 with ½ credit each) *a*) *b*)

☐ 2.*Dissected sentences I (2+) (1 min. ea.)
a)
b)
c)

☐ 3. Verbal absurdities II (same as XI, 3) (3+)
a)

b)

c)

d)

e)

☐ 4.*Similarities and differences (4+)
a) Honey — glue
b) Pencil — pen
c) Banana — lemon
d) Shoe — glove

☐ 5.*Rhymes: Old form (2+) (30 sec. ea.)
a)
b)
c)

☐ 6. Repeating 4 digits reversed (1+)
a) 5–8–1–3..... *b*) 9–1–7–4..... *c*) 3–7–2–9.....

Mos.....

YEAR X (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1. Block counting (8+)

☐ 2.*Memory for stories: The School Concert (5+)

a) ---------- *b*) ---------- *c*) ----------

d) ----------

e) ---------- *f*) ----------

☐ 3.*Verbal absurdities III (2+)

a)

b)

c)

☐ 4.*Abstract words I (same as XII, 4) (2+)

a) Pity
b) Curiosity
c) Grief
d) Surprise

☐ 5. Word naming: Animals (12 animals in one minute)

☐ 6.*Repeating 6 digits (1+)

a) 2–9–4–8–1–6---------- *b*) 9–6–2–7–3–8---------- *c*) 5–1–7–2–6–9----------

Mos.----------

YEAR XI (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1.*Finding reasons (2+)

a)

b)

☐ 2. Copying a bead chain from memory (2 min.)

☐ 3.*Verbal absurdities II (same as IX, 3) (4+)

☐ 4.*Abstract words II (same as XIII, 4) (3+)

a) Connection
b) Compare
c) Conquer
d) Obedience
e) Revenge

☐ 5.*Similarities: Three things (3+)

a) Snake — cow — sparrow
b) Rose — potato — tree
c) Wool — cotton — leather
d) Knifeblade — penny — piece of wire
e) Book — teacher — newspaper

☐ 6. Memory for sentences III (1+)

a) At the summer camp the children get up early in the morning to go swimming.
b) Yesterday we went for a ride in our car along the road that crosses the bridge.

Mos.----------

YEAR XII (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1.*Memory for designs II

☐ 2. Response to Pictures II: Messenger Boy

☐ 3.*Minkus completion (same as S.A.I, 1) (2+) (5 min.)

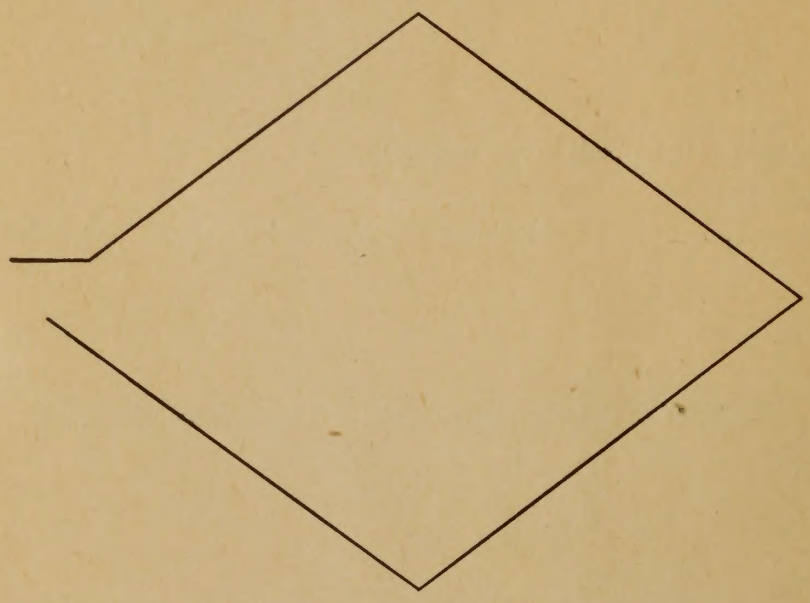
☐ 4.*Abstract words I (same as X, 4) (3+)

☐ 5.*Picture absurdities II: The Windy Day

☐ 6. Repeating 5 digits reversed (1+)

a) 5–1–3–9–4..... *b*) 9–2–5–1–6..... *c*) 2–6–3–7–1.....

Mos......



YEAR XIII (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1.*Plan of search

☐ 2. Memory for stories: The Acrobat (5+)

a) ..... *b*) .....

c) ..... *d*) .....

e) ..... *f*) .....

g) .....

☐ 3.*Dissected sentences II (2+) (1 min. ea.)

a)

b)

c)

☐ 4.*Abstract words II (same as XI, 4) (4+)

☐ 5. Problems of fact (2+)

a)

b)

c)

☐ 6.*Memory for sentences IV (1+)

a) The airplane made a careful landing in the space which had been prepared for it.

b) Tom Brown's dog ran quickly down the road with a huge bone in his mouth.

Mos......

HURRY

a) COME TO LONDON

BNLD SN KNMCNM

HURRY

b) COME TO LONDON

AMKC RM JMLBML

YEAR XIV (6 tests, 2 months each; or 4 tests, 3 months each)

☐ 1. *Reasoning

☐ 2. Picture absurdities III: The Shadow

☐ 3. *Orientation: Direction I (same as A.A., 6) (3+)
a) *b)* *c)* *d)* *e)*

☐ 4. *Abstract words III (same as A.A., 1) (2+)
a) Generosity
b) Independent
c) Envy
d) Authority
e) Justice

☐ 5. *Ingenuity (same as A.A., 2; S.A. II, 2) (1+) (3 min. ea.)
a)
b)
c)

☐ 6. Reconciliation of opposites (same as S.A. I, 6) (2+)
a) Winter — summer
b) Happy — sad
c) Loud — soft
d) Much — little
e) Beginning — end

Mos.----------

AVERAGE ADULT (8 tests, 2 months each; or 4 tests, 4 months each)

☐ 1. *Abstract words III (same as XIV, 4) (4+)

☐ 2. *Ingenuity (same as XIV, 5; S.A. II, 2) (2+) (3 min. ea.)

☐ 3. *Opposite analogies III (1+) *a)* *b)* *c)*

☐ 4. Codes I (1½+) (3 min. ea.) *a)* *b)*

☐ 5. Proverbs I (2+)
a)

b)

c)

☐ 6. Orientation: Direction I (same as XIV, 3) (4+)

☐ 7. *Essential differences (same as S.A. II, 3) (2+)
a) Work and play

b) Ability and achievement

c) An optimist and a pessimist

☐ 8. Binet paper cutting

Mos.----------

HURRY

a) COME TO LONDON

DNND UN MNOCPM

HURRY

b) COME TO LONDON

APKF RP JPLEMO

SUPERIOR ADULT I (6 tests, 4 months each; or 4 tests, 6 months each)

☐ 1. *Minkus completion (same as XII, 3) (3+) (5 min.)

☐ 2. *Opposite analogies IV (same as S.A. III, 5) (1+)

a) *b)* *c)*

☐ 3. *Essential similarities (2+)

a) Farming and manufacturing
b) Melting and burning
c) An egg and a seed

☐ 4. Repeating 6 digits reversed (1+)

a) 4–7–1–9–5–2..... *b)* 5–8–3–6–9–4..... *c)* 7–5–2–6–1–8.....

☐ 5. *Sentence building II (2+)

a) Ceremonial — dignity — impression
b) Baffle — cunning — pursuit
c) Failure — business — incompetent

☐ 6. Reconciliation of opposites (same as XIV, 6) (4+)

Mos......

SUPERIOR ADULT II (6 tests, 5 months each; or 4 tests, 7½ months each)

☐ 1.*Proverbs II (1+)

a)

b)

☐ 2.*Ingenuity (same as XIV, 5; A.A. 2) (3+) (3 min. ea.)

☐ 3.*Essential differences (same as A.A., 7) (3+)

☐ 4.*Repeating 8 digits (1+)

a) 2–9–6–1–5–8–3–7..... *b*) 7–4–9–6–3–5–2–8..... *c*) 6–2–9–1–7–3–5–8.....

☐ 5. Codes II (1+ or 2 with ½ credit each) (3 min. ea.) *a*) *b*)

☐ 6. Repeating thought of passage I: Value of Life

Many opinions have been given on the value of life. | Some call it good, | others call it bad. | It would be nearer correct to say that it is mediocre, | for on the one hand our happiness is never so great as we should like, | and on the other hand our misfortunes are never so great as our enemies would wish for us. | It is this mediocrity of life which prevents it from being radically unjust.

Mos......

SUPERIOR ADULT III (6 tests, 6 months each; or 4 tests, 9 months each)

☐ 1. Proverbs III (2+)

a)

b)

c)

☐ 2.*Memory for sentences V

a) At the end of the week the newspapers published a complete account of the experiences of the great explorer.

☐ 3.*Orientation: Direction II (2+) *a*) *b*)

☐ 4. Repeating 9 digits (1+)

a) 3–7–1–8–2–6–4–9–5..... *b*) 7–3–9–4–8–1–5–2–6..... *c*) 8–5–2–9–6–3–1–4–7.....

☐ 5.*Opposite analogies IV (same as S.A. I, 2) (2+)

☐ 6.*Repeating thought of passage II: Tests

Tests such as we are now making are of value both for the advancement of science and | for the information of the person who is tested. | It is important for science to learn how people differ and | on what factors these differences depend. | If we can separate the influence of heredity from the influence of environment, | we may be able to apply our knowledge so as to guide human development. | We may thus in some cases correct defects and | develop abilities which we might otherwise neglect.

Mos......

MINKUS COMPLETION

a) We like to pop corn ---------- to roast chestnuts over the fire.

b) Lincoln aroused no jealousy---------- he was not selfish.

c) ---------- he give me his word, I will not trust him.

d) You must not, ----------, imagine that my silence has been due to ignorance of what is going on.

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